



BCATML

BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

Speak! Summer 2017

Curriculum Update
Superconference 2017 Information Package
TPRS Workshop, November 25, 2017



British Columbia
Teachers' Federation

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President's Message

Rome Lavrencic

Welcome one and all to BCATML's Summer 'PSA.Conference' Newsletter! Despite forest fires that have raged throughout much of British Columbia this summer, causing the cancelation of BCTF's Summer Leadership and Facilitator Institute Training, I hope you have been able to take a break from the usual grind, enjoy a well-deserved holiday, and find time to recharge and reenergize yourselves for the eventual return to 'that place' that shall not be named during summer vacation! Many thanks to the fire fighters and countless volunteers who worked so hard to care for the many British Columbians who were at risk of losing their homes!

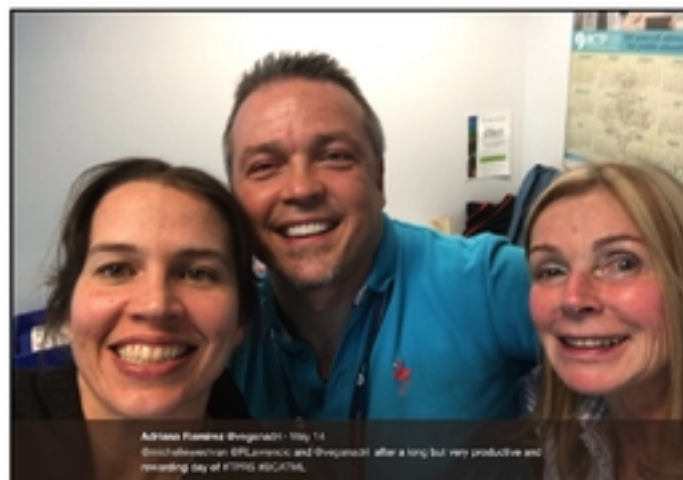
As usual, BCATML's summer newsletter SPEAK! is devoted primarily to our fall annual conference along with some useful classroom ideas and celebratory achievements by our language students. I invite you to read attentively this year's plans for our fall conference. BCATML has collaborated with 25 other Provincial Specialist Associations (PSA) in creating this year's Super Conference commemorating the 100th anniversary of the BC Teachers' Federation. Full conference details can be found by visiting www.psasuperconference.ca. Six thousand teachers are expected to descend 'en masse' to the Vancouver Convention Centre for a two-day conference beginning on Friday, October 20 and ending Saturday, October 21, 2017. Teachers will have hundreds of workshops from which to choose! Complete BCATML sponsored-workshop descriptions are found in this edition. Please note that there is no pre-registration for workshops; participation of attendees will be on a first-come, first-served basis.

The Super Conference will truly be a unique and remarkable professional development experience. Never before in the history of the BCTF, have so many British Columbian PSAs collaborated to put on such an event. I would like to emphasize how important it will be for teachers to include their PSA membership dues at the time of registration. Purchasing a BCATML membership not only allows our Association to operate and provide outreach to Language teachers across the province, but it also entitles you to many benefits such as holding office on BCATML's Executive; voting rights at the Annual General Meeting; access to the many resources and restricted areas of our website; discounts to BCATML sponsored professional development events (like our TPRS training event in May and again in November); access to two iPad Libraries which can be shipped to your school free of charge; and much more! Purchasing a BCATML membership also entitles all fall conference attendees to a joint one-year membership to the Canadian Association of Teachers of Modern Languages (CASLT) – a savings of \$45! BCATML's Executive thanks you for your continued support and membership, and is happy to advocate on your behalf for the teaching of Second Languages in BC.



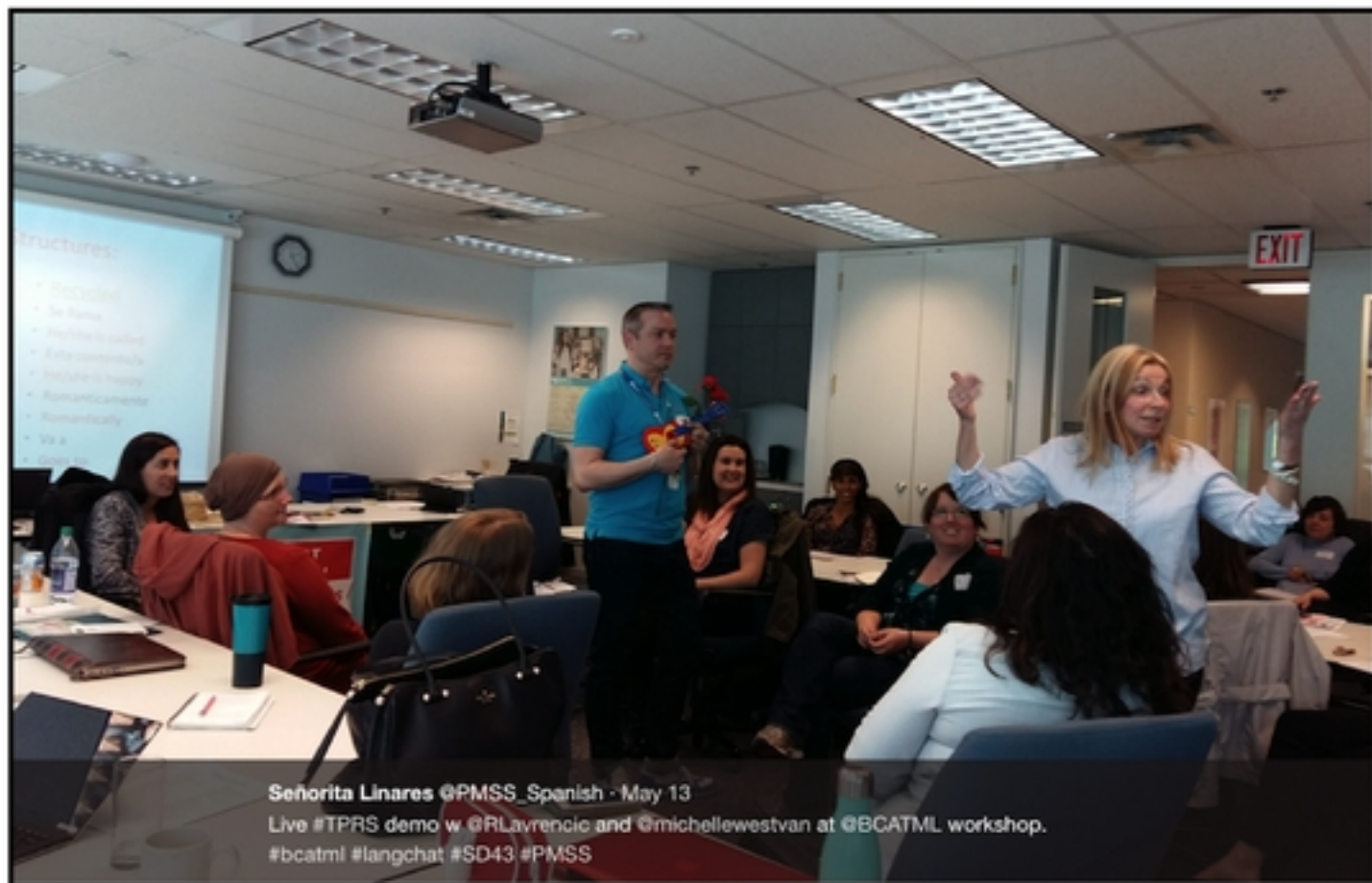
On the note of advocacy, BCATML has been extremely active. Allow me to share some of the highlights we have achieved this past year. Second Language teachers will now be able to access *Idello* through their district's BCERAC license. BCATML started this initiative over a year ago; and with BCTF's help, teachers can now access this quality educational programming. BCATML has also lobbied the Ministry of Education to make a few changes regarding language education policies. Firstly, BCATML requested that the Ministry of Education expand the Student Exchange and Mobility Award (allowing high schoolers to study abroad) to include Germany, Austria, Switzerland, Spain, Latin America and India in addition to the currently approved countries of China, France, Italy and Japan. Additionally, BCATML lobbied the Ministry to make a Languages 11 course credit a requirement for high school graduation. Canadian Parents for French BC – Yukon and the BC Standing Committee On Language Articulation (SCOLA) supported this initiative and joined us in lobbying the Ministry. Finally, four of our BCATML Executive members continue to work on the draft curricula for Second Languages. The Curriculum Writing Teams will meet again this fall to incorporate feedback received from the field before finalizing the curricula for implementation in 2018, and develop Introductory Courses for implementation in the near future. If you have not yet sent in your feedback – both positive and constructive – please do so by emailing curriculum@gov.bc.ca directly.

Earlier this spring, BCATML hosted two events for second language teachers. The first was our Twitter Chat discussing the draft curricula for Second Languages. The full chat can be read by visiting <https://storify.com/RLavrencic/bcatml-twitter-chat-re-bc-draft-second-languages> which is also posted on our website. BCATML then hosted a one-day TPRS Training Event at the BCTF. Over 55 teachers from several parts of the Province showed up on a Saturday! Long-time favourite BCATML TPRS facilitators Michelle Metcalfe and Adriana Ramirez led new and experienced teachers in understanding Teaching Proficiency through Reading and Storytelling. The event was a great success with a full day of learning allowing many teachers to come together for the first time to really engage and delve into TPRS methodology, something that cannot be done in the confines of a 75-minute conference workshop.



Adriana Ramirez (@ingenador) - May 14
Good afternoon @RLavrencic and @michellewestvan after a long but very productive and rewarding day of #TPRS @BCATML.

The feedback we received from the TPRS event was so overwhelmingly positive that the Executive agreed to host a second one-day TPRS Training event this fall! If you missed it, be sure to mark your calendars for Saturday, November 25, 2017 and book a ferry reservation, if necessary, because this event will be hosted in Duncan, BC. Details about this one-day training event can be found in this edition, as well as on our website. Be sure to register early to secure your coveted spot! Both Michelle and Adriana along with our entire Executive will be excited to welcome you!



Señorita Linares @PMSS_Spanish - May 13
Live #TPRS demo w @RLavrencic and @michellewestvan at @BCATML workshop.
#bcatml #langchat #SD43 #PMSS

Without further ado, I wish you all a relaxing and excellent remainder of what may be left of your summer break and that your return to 'that place' will be enriching and rewarding! I hope you enjoy this edition of SPEAK! Happy reading!

Curriculum Update

Antonella Garcia

The Curriculum Development Writing Teams met on Thursday, June 8th and Friday, June 9th to review the feedback that was received on the Grade 5-12 Curriculum drafts for: American Sign Language, German, Italian, Japanese, Korean, Mandarin, Punjabi and Spanish. We also reviewed the Curriculum Comparison Guides that were developed to help teachers transition from the old IRP's to the new and redesigned curriculum model. Following this article is an example of the comparison guide for French 10. These guides are for information only, given that the Second Languages Curriculum is still being developed.

Next we reviewed and approved the Course Descriptions for these courses. Here is the draft description of Spanish 10, for example:

The study of Spanish as a form of self-expression enables learners to communicate purposefully in a new language. Students learn about the interconnectedness of language and culture through exposure to history, customs, community and the arts. Learners develop competencies in Language Thinking, Communication, and Personal and Social Awareness.



The Spanish team worked on developing the Introductory Spanish 11 Course for late entry, which is usually grade 11. Introductory Courses will be developed for the other languages as well. The implementation of these 'late entry' courses remains to be decided upon by the Ministry – but they will be coming! A sub-committee continued the discussion on the Languages Template, which will provide a model for schools that wish to write curriculum for other languages. This will be ideal for communities whose language or languages are not represented above. I invite my Aboriginal Colleagues to have a look at the template to see if it can be used to write curriculum for the many Native Languages that are not yet represented at the Ministry.



Towards the end of the second day, the teams began brainstorming ideas for Instructional Samples that will be developed at the next Curriculum Meeting this fall. These samples will provide new and experienced teachers alike with lessons, project ideas and creative ways to address the curricular competencies and content which are meant of course to be married in a seamless way so that students will in the end, develop their skills in language thinking, communication and personal and social awareness.

BC Curriculum Comparison Guide

Ministry of Education (For Information Only)

The BC Curriculum Comparison Guide is intended to provide summary information on each of the new and redesigned courses at the grade 10–12 level. This summary information will support post-secondary institutions as each review British Columbia’s (BC) new and redesigned curriculum for admission purposes. This summary information will also support K–12 Career Counselors, school and district staff, as they determine which courses to offer and which courses fit best with the goals and passions of their students. Here is a comparison of Core French 10.

Core French 10 (Existing IRP)

This course builds on what students have learned in Core French 9. The curriculum endorses what is commonly referred to as the communicative-experiential approach.

Content

- 11 PLOs are organized into the following categories:
 - Communicating (5 PLOs)
 - Acquiring Information (2 PLOs)
 - Experiencing Creative Works (1 PLO)
 - Understanding Cultural Influences (3 PLOs)
- The focus is on students’ abilities to understand others and to express themselves comprehensibly and appropriately.

Skill Development

- Students also learn to apply a number of language-learning strategies.

For detailed information on the existing IRP please see:

<https://www.bced.gov.bc.ca/irp/cf512.pdf>



Core French 10 (New Curriculum)

This course completely replaces Core French 10. The course builds on what students have learned in Core French 9. The curriculum encourages the use of a range of approaches that support language instruction and acquisition.

Content

- The course is centered on six big ideas:
 - o Listening and viewing with intent strengthens our understanding and acquisition of French
 - o Expressing oneself and engaging in conversation in French requires courage and risk taking
 - o Acquiring a language can shape one's perspective, identity, and voice
 - o Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity
 - o Acquiring French opens the door to interacting with the Francophone world
 - o Acquiring French allows us to explore career, travel, personal growth, and study abroad opportunities

Skill Development

- Learning standards (curricular competencies and content) support the big ideas. The curricular competencies and content are taught in an integrated manner. Areas of focus in the Grade 10 year include:
 - o Expressing oneself with growing fluency using an increasing range of commonly used vocabulary, sentence structures, and timeframes
 - o Using a growing number of strategies to derive and negotiate meaning
 - o Deriving meaning from a variety of simple texts
 - o Recognizing how cultural identity is expressed through Francophone texts and creative works
 - o Recognizing contributions of Francophone Canadians to society
 - o Engaging with Francophone communities, people, or experiences

For detailed information on the redesigned curriculum please see:
<https://curriculum.gov.bc.ca/curriculum/core-french/10>



25 TEACHERS' PSAS PRESENT

SUPER CONFERENCE

OCTOBER 20-21, 2017

VANCOUVER CONVENTION CENTRE EAST

PROUDLY PRESENTED BY:

| | | | |
|----------|---|---------|--|
| AEA | Aboriginal Education Association | BCPTA | BC Primary Teachers' Association |
| AEGTCCBC | Association of Educators of Gifted, Talented, and Creative Children in BC | BCRMTA | BC Rural and Multigrade Teachers' Association |
| APPIPC | Association provinciale des professeurs d'immersion et du programme francophone | BCSCA | BC School Counsellors' Association |
| BC TESOL | BC Teachers of English to Speakers of Other Languages | BCSeTA | BC Science Teachers' Association |
| BCATA | BC Art Teachers' Association | BCTEA | BC Technology Education Association |
| BCATML | BC Association of Teachers of Modern Languages | BCTLA | BC Teacher-Librarians' Association |
| BCBEA | BC Business Education Association | CUEBC | Computer-Using Educators of BC |
| BCCASA | BC Culinary Arts Specialist Association | EEPSA | Environmental Educators' PSA |
| BCCLA | BC Cooperative Learning Association | LATA | Learning Assistance Teachers' Association |
| BCDEA | BC Dance Educators' Association | myPITA | Middle Years and Provincial Intermediate Teachers' Association |
| BCECTA | BC Early Career Teachers' Association | PAGE BC | BC Teachers for Peace and Global Education |
| BCEDL | BC Educators for Distributed Learning PSA | THESA | Teachers of Home Economics Specialist Association |
| | | TIE-BC | Teachers of Inclusive Education |



We gratefully acknowledge the financial support of this conference by the BCSE

#PSADAY

BCATML at the BCTF Super Conference this fall!

Join us at the BCTF Super Conference on October 20th - 21st, 2017 at the Vancouver Trade and Convention Centre. The Super Conference is a celebration of the BC Teachers' Federation's (BCTF) hundredth year. It is the collaborative effort of 25 Provincial Specialist Associations (PSAs) to host 6000 teachers, hundreds of workshops, over 30 keynotes, and over 275 presenters in downtown Vancouver. Come join and be a part of the learning!

Full details of this remarkable Super Conference can be found online simply by visiting www.psuperconference.ca as well as on our website at www.bcatml.org. This two-day conference will bring teachers from all parts of British Columbia from various teaching disciplines and backgrounds. It will truly be a unique Professional Development learning and networking experience. Be sure to register and do not forget to purchase your PSA membership to BCATML and remain an active member. Teachers who purchase their PSA membership and attend the fall Super Conference automatically receive a joint membership to the Canadian Association of Teachers of Second Languages (CASLT) for one year. That is a savings of \$45!

With hundreds of workshops from which to choose, teachers will have a greater variety of sessions to attend. There will be no pre-registration for any of the workshops. In other words, it will be first-come, first-served seating. The Planning Committee felt that this offered the greatest flexibility for attendees, while minimizing the organization of hundreds of workshops and their presenters. Workshops have been selected by the 25 participating PSAs, and we invite you to attend all of BCATML's sponsored workshops, or any other that may be of interest to your area of teaching. Each 75-minute workshop will be followed by 30 minutes to allow teachers to move to their next session or visit the Exhibitors' Hall.

One item of particular note is that teachers will be on their own for lunch both days. The Super Conference Organizing Committee is planning to have food trucks at the venue. However, be prepared, with 6,000 teachers on hand, you can be sure there will be a number of line-ups no matter where you go to eat!

BCATML-sponsored workshops:

Friday, October 20, 2017 – 9:00 am

Not Just The Story Of European Settlement: Teaching With Respect For Chinese Canadian And Indigenous History In BC

Henry Yu

What would it be like to move forward for the next 150 years of Canada's future with a history of its first 150 years that told a coherent and comprehensive story, one that involved all of the myriad of migrations that came to the indigenous territories of still-existing First Nations? How would this more accurate and respectful story of our past allow us to move forward with a common history rather than with disparate, incommensurable pasts that cannot coexist without conflict now and into the future? With recent research into the long history of relations between Chinese and indigenous people in BC, and the release of films such as *Cedar and Bamboo* and *All Our Father's Relations*, teachers can now teach BC history with a broader perspective that takes the multicultural diversity of the past into account, avoiding lessons that only focus on indigenous peoples before European settlement and barely mention their continued existence to the present day. With many recent learning resources created by teachers available online and enabling lessons that focus on critical thinking skills, multiple perspective taking, and the historical thinking skills that are now a part of provincial curriculum changes, it is possible to teach with respect to Chinese Canadian and indigenous history in appropriate ways.

Friday, October 20, 2017 – 10:45 am

Navigating The Core French Journey On Indigenous Ground

Nancy Griffith-Zahner

Teaching Core French in BC in this era of reconciliation and decolonization can be a difficult route to navigate. Roadblocks such as tokenism and appropriation all too easily fall into our path and derail our efforts. This workshop will endeavor to shed light on my journey of creating a culturally-inclusive French classroom, with Indigenous and non-Indigenous cultures equal partners in our learning. Learn not only how to bring meaningful Indigenous content into your teaching, but also how to create a physical classroom which supports a respectful and inclusive philosophy toward culture through art, autobiographical writing, and Indigenous teaching and learning methodologies.

Friday, October 20, 2017 – 2:15 pm

Essential iPad Apps For The Second Language Classroom

Rome Lavrencic

iPads are changing the way in which students learn languages. Come explore essential apps with Rome and learn how they can be used to get your students speaking, writing, reading and listening in the target language while having fun all at the same time! Learn how to use a number of apps that will revolutionize the way you teach languages and engage your students no matter the grade level. Rome will demonstrate a number of apps to learn vocabulary, grammar structures, narrate stories and explore far away and exotic places all within the comforts of your own classroom without having to collect a single field trip permission form! Come play and have fun using Quizlet, Puppet Pals, Plickers, 360Cities and Bramble Berry Tales to engage your students in meaningful ways. Whatever your comfort level, you will leave inspired and invigorated to try many of these Apps with your students. Please bring your own pre-loaded iPad to participate or borrow one of BCATML's iPads during this session.

Friday, October 20, 2017 – 12:30 pm

Stations Are For Every Age! Using Manipulatives And Games To Engage Language Learners And Develop Their Core Competencies

Shauna Nero, Ashleigh McNeill

Teachers will learn strategies to use stations as a way to engage learners in their acquisition of the target language. Teachers will play various games and use various manipulatives in the target language to develop their students' metacognitive reflection and to connect their learning to the curricular competencies and core competencies. Teachers will leave this workshop with concrete ideas for using manipulatives in class so that students can reflect on their learning and experience learning in an authentic manner.

Friday, October 20, 2017 (3:45 – 5:00 pm)

BCATML Annual General Meeting

Please join us at the AGM on Friday, October 20th, at 3:45 pm., where you will hear about the activities of the Executive members on behalf of the Association and vote in the new executive. Only members can vote so please remember to add the BCATML PSA dues when registering for the Super Conference. All members are eligible to run for Executive Positions. Excellent door prizes will be awarded, including an iPad, gift cards for spa packages, and more!

Saturday, October 21, 2017 – 9:00 am ** Note there are two BCATML workshops at this time

Let's Celebrate Languages And Cultures!

Marie-Claude Tremblay, Rome Lavrencic

This workshop is open to all language teachers. We will discuss ways to incorporate culture (beyond poutine, baguette, pizza, pirogies, hummus, etc.) to enhance your student's language learning of any language. Marie-Claude and Rome will also highlight some apps and web resources that will allow you and your students to explore languages and cultures (including Aboriginal cultures) right from your own classroom.

Saturday, October 21, 2017 – 9:00 am ** Note there are two BCATML workshops at this time

Core French For Elementary And Middle Years

Kindra Harte, Stacia Johnson, Stacey Sveistrup

This Core French workshop will focus on purposeful yet engaging strategies that are based on the redesigned curriculum. Teachers will learn some innovative ways to develop students' oral language skills in French. The presenters will share activities that can be used in any unit, as well as some unit-specific activities that are grade-appropriate, interesting for students, and have a purpose for language development. Stacia will share some ways to use technology in the language classroom and will have sample materials for inclusive Aboriginal Education. Favourite songs and games that develop students' abilities in French will be shared. A literacy-based approach, some Intensive French methodology, and tried-and-true activities will be presented. Regardless of abilities in French, teachers will go away with some new and fun ideas to use immediately in their classrooms.

Saturday, October 21, 2017 – 10:45 am

„150 Jahre Kanada und Deutschland - Unterrichtsvorschläge für den DaF-Unterricht (nicht nur) im kanadischen Jubiläumsjahr“

Andreas Meckes

Kanada feiert in diesem Jahr seinen 150. Geburtstag - Anlass genug, auf die bewegte (Entstehungs) Geschichte dieses jungen Landes zu blicken - auch auf die Rolle, die deutschsprachige Einwanderer dabei gespielt haben, die Entwicklung der deutsch-kanadischen Beziehungen oder die Vorstellungen, die Deutsche und Kanadier mit dem jeweils anderen Land verknüpfen. Auf welcher unterschiedlichen Weise das kanadische Jubiläumsjahr auch im Unterricht für Deutsch als Fremdsprache thematisiert werden kann, soll in diesem 60-minütigen Workshop anhand konkreter Beispiele, Übungen und Projektvorschläge exemplarisch aufgezeigt werden. Die Teilnehmer können selbst aktiv werden und erhalten Anregungen sowie Materialien für die Behandlung des Themas auf unterschiedlichen Niveaus des DaF-Unterrichts.

Saturday, October 21, 2017 – 12:30 pm

Learn Like An Adventurer! Teaching Foreign Languages Using Social Media

Yoshifumi Murakami

This workshop will show how easily our 21st century learners can use social media to enhance their foreign language learning while incorporating originality and ownership of their learning. Presenters will share which social media can facilitate basic conversation between your students and native speakers of their target language. This workshop is for all foreign language teachers looking to try communication tools in the 21st century.

Saturday, October 21, 2017 – 2:15 pm

Story-Asking, Storytelling And Teaching With Comprehensible Input: From Research To Practice

Michelle Metcalfe, Adriana Ramirez

Story-asking and story-telling are powerful second language teaching techniques that are based on the importance of teaching language through Comprehensible Input. Research in second language acquisition has shown that language is acquired through compelling, personalized, contextualized and comprehensible aural input. Teaching with comprehensible input allows us to conduct our class almost entirely in the target language from day one, basing our lessons on student interest, while maintaining an enjoyable and stress-free environment.

Purchasing a BCATML PSA membership means:

- being able to run for any position on the BCATML Executive at the Annual General Meeting
- being able to vote at this year's Annual General Meeting (as per the BCATML Constitution)
- receiving a complimentary one-year membership to the CDN Assoc. of Second Language Teachers
- having access to the Members' Only Area of BCATML's website and resources (password protected)
- receiving our newsletter, SPEAK!
- receiving periodic communiqués keeping you up to date on second language teaching matters and issues
- being able to attend BCATML Professional Development events at a reduced rate
- being able to use one of two iPad Libraries and have them delivered directly to your school
- being able to request BCATML workshops for your local
- being recommended by BCATML for BCTF and/or Ministry Committee positions
- having a Provincial Specialist Association advocating on your behalf and promoting a plurilingual and multicultural society ... and much more!

Conference Centre Map



FRIDAY 9:00

Resilience, Stress and School

Gordon Neufeld K-12
VCC

Decolonizing Our Colonized Minds

Judy Thompson K-12
VCC

Marrying the Highly Silly with the Highly Cerebral

Charlie Demers K-12
VCC

Welcome to the Digital Revolution

Ian Jukes K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|---|---|--------|----------|-----------------------|
| A Multitude of Gifts: Discovering and Supporting the Passions of Primary Learners | Marion Porath | K-3 | AEGTCCBC | PPV |
| Playful Mathematical Inquiry: Loose Parts, Provocations and Projects | Janice Novakowski | K-3 | BCPTA | VCC |
| Today's Students, Tomorrow's Scientists | Karen Lee | K-3 | BCScTA | PPV |
| ABCs for Reading: Avoiding Pitfalls, Building Strong Reading Foundations,... | Gail Bailey | K-7 | LATA | PPV |
| ADST Woodwork Projects | Randy Grey | K-7 | BCTEA | VCC |
| Math Success From the Get-Go! | Kendra Jacobs | K-7 | LATA | VCC |
| Traditional Stories: A Lifeline to Our Cultural Roots and Teachings | Michael Kusugak, Geraldine Kusugak | K-7 | AEA | VCC |
| Classroom Management for TTOCs Please bring a pen and be willing to participate in active discussions. | Jennifer McDonald | K-12 | BCECTA | VCC |
| Creating a Makerspace in Your Classroom | Derek Diram | K-12 | BCTEA | VCC |
| Deconstructing Myths | Gisèle Dupuis, Mary Hotomanie, Davita Marsden | K-12 | AEA | VCC |
| Food of the Gods! Health Food? Chocolate: It's Not Just a Candy! There will be a small fee for this workshop that will be collected at the door. Cash only. | Hodie Rondeau | K-12 | THESA | PPV |
| Identity, Form and Collage | Daylen Luchsinger, Tiko Kerr | K-12 | BCATA | VCC |
| Les portfolios langagiers et culturels numériques: l'évaluation authentique | Shauna Néro | K-12 | APPIPC | PPV |
| Place-Based Education in the New Curriculum | Jonathan Dyck, Patrick Robertson | K-12 | EEPSA | PPV |
| Pow Wow Dance Workout Please wear comfortable clothing and footwear. be ready to move! | Shayama-Priya Singh | K-12 | BCDEA | PPV |
| Strategies for Teaching ELL Beginners Across the Curriculum | Ross Powell, Anelisa Feuz | K-12 | BC TESOL | VCC |
| The Math Catcher Outreach Program Workshop: Hands-On and No-Fear Math | Veselin Jungic | K-12 | AEA | VCC |
| The Power of Extreme Writing! Creating Eager and Fluent Writers | Diana Cruchley | K-12 | myPITA | PPV |
| Tips and Tricks for Teacher-Librarians | Keely Thornton, Dayna Hart, Rhea Woolgar | K-12 | BCTLA | VCC |
| Gender and Gender Expression in BC Schools | Joel Harnest | 4-12 | myPITA | VCC |
| Making Fashion Sustainable | Catherine Hay | 4-12 | THESA | PPV |
| Not Just the Story of European Settlement: Teaching with Respect for Chinese Canadian... | Henry Yu | 4-12 | BCATML | PPV |
| Strategies and Resources for Helping Youth Manage Anxiety | Kristin Buhr | 4-12 | TIE-BC | PPV |
| Using the Sand Tray to Transform Students' Emotional Pain | Madeleine De Little | 4-12 | BCSCA | VCC |
| The Math and Science of Fast Food Participants should have a laptop, but tablets are welcome too. | James Gill | 6-8 | CUEBC | VCC |
| Building Kids by Building Robots | Brett | 8-12 | BCTEA | VCC |
| Cross Curricular Collaboration in the English Classroom | Philip Barrington | 8-12 | CUEBC | VCC |
| Perspective Globale et les voyages scolaires: un exemple de cours optionnel en 11e/12e | Nadia Kadhim, Cioe Ritinger | 8-12 | APPIPC | VCC |
| 9:15-10:30 Beyond Doo-Dads: 3D Printing and Design in the Classroom | Catherine Anderson, Noah Li-Leger | 4-12 | BCScTA | TWS |
| 9:15-10:30 Dollar Store Science | Brian Anderson | 6-8 | BCScTA | TWS |
| 9:15-10:30 Inquiry and Curricular Competencies: Making them Work in Grade 8/9 Class | Van Chau, Gregg Jennens | 8-12 | BCScTA | TWS |
| 9:15-10:30 Journeys in Inquiry: Lessons Learned Along the Way | J. Murr, M. Kosloski, S. Fowler, J. Dick, T. Diakow | 8-12 | BCScTA | TWS |
| 9:30-12:00 Get Outdoors in the Intermediate Grades Come dressed for the weather and ready to experience the outdoors in new ways! Participants will be able to purchase a copy of the Get Outdoors guide at the workshop rate of \$20. | Kerri Lanaway, Vanessa Lee | 4-12 | EEPSA | Stanley Park Pavilion |
| 9:15-12:00 Problem-Based Learning: An Ideal Approach for BC's New Curriculum | Laura Shantz | K-12 | AEGTCCBC | VCC |
| 9:00-3:30 BCIT Aviation Campus tour and Seaspun tour Participants going on the tour must have steel toed boots. We have loaners, but sizes must be given prior to workshop, email Steve.Claassen@sd71.bc.ca to book a seat and steel toed boots. | Steve Claassen | K-12 | BCTEA | |

Locations: VCC: Vancouver Convention Centre, PPV: Pan Pacific Vancouver, TWS: Telus World of Science. All sessions are first come, first seated.

FRIDAY 10:45

**What Students
Need to Flourish**
Gordon Neufeld K-12
VCC

**Our Languages Are
Who We Are**
Judy Thompson K-12
VCC

**Marrying the Highly Silly
With the Highly Cerebral**
Charlie Demers K-12
VCC

**Reinventing Learning
for the Always-On
Generation**
Ian Jukes K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|---|--|--------|---------|----------|
| Building Resilience in Primary Students | Joanna Larson | K-3 | BCPTA | PPV |
| Our Nature Kindergarten Story: Sooke School District | Lisa Lockerbie, Erin Van Stone | K-3 | EEPSA | VCC |
| Playful Mathematical Inquiry: Loose Parts, Provocations and Projects | Janice Novakowski | K-3 | BCPTA | VCC |
| Inquiry Approaches to the New Science K-7 Curriculum | Anita Chapman | K-7 | BCScTA | PPV |
| Integrating Movement with Children's Literature | Cheryl Kay | K-7 | BCDEA | PPV |
| Makers Who Make Mistakes | Ashley Spires | K-7 | BCTLA | VCC |
| Bridging the Gap | Alexander Magnussen | K-12 | myPITA | PPV |
| Deconstructing Myths | Giòle Dupuis, Mary Hotomanie, Davita Marsden | K-12 | AEA | VCC |
| Discover an Indigenous Garden | Lori Snyder | K-12 | BCScTA | TWS |
| Heart-Mind Well-Being | Gemma Holland | K-12 | BCSCA | VCC |
| New Teachers and the BCTF | Melissa Carr | K-12 | BCECTA | VCC |
| Quick Practical Inquiry! Harnessing the Brainpower of Your Class | Diana Cruchley | K-12 | myPITA | PPV |
| Social Media | Jeremy Incho | K-12 | | VCC |
| Socially Just Classrooms and Beyond | Shanee Prasad | K-12 | PAGE BC | PPV |
| Teacher Stress and Oppositional Behaviour: Working with Oppositional and Defiant Children | Colleen DeVeyrac | K-12 | LATA | PPV |
| Junior Achievement: Financial Literacy for Grade 5-12 | Cheryl Borgman | 4-12 | BCBEA | VCC |
| Level Up! Technology for the Elementary Classroom Bring a laptop or tablet installed with OneNote, Scratch, and Kodu installed if possible. Also if you wish bring an iPad/smart phone with Aurasma installed, for our final activity. | James Gill | 4-12 | CUEBC | VCC |
| Maker Thinking | Susan Crichton | 4-12 | BCTEA | VCC |
| Strategies and Resources for Helping Youth Manage Anxiety | Kristin Buhr | 4-12 | TIE-BC | PPV |
| Voyage autour du monde à travers la musique francophone! | Shauna Néro | 4-12 | APPIPC | PPV |
| Weaving Aboriginal Perspectives into Collaborative Classroom Communities | Darcy Ellis, Teresa Ascoli | 4-12 | BCCLA | VCC |
| FreshGrade in the Classroom | James McConville | 6-8 | CUEBC | PPV |
| Hand-Held Pocket Science Demonstration Speed Dating | Brian Anderson | 6-8 | BCScTA | TWS |
| Baby Carrots are Killing You | Doug Fraser | 8-12 | BCScTA | TWS |
| Blended Learning to Engage Educators and Students Participants are encouraged to bring a laptop/tablet/smartphone or other mobile devices. | T. Diesch, D. Cottingham, C. Rszitis | 8-12 | BCEOL | VCC |
| Dissecting Fake News: Media Literacy in the Post-Truth Era | Liz Schulze | 8-12 | BCTLA | VCC |
| DIY Electrophoresis | Friderike Moon, Alex Chattwood | 8-12 | BCScTA | TWS |
| Jewelry Making | Ryan Harmon | 8-12 | BCTEA | VCC |
| Just Eat It | Jen Rustemeyer, Selma van Halder | 8-12 | THESA | VCC |
| Making Math and Finance Fun for Students | Bill Roche | 8-12 | BCREA | VCC |
| Navigating the Core French Journey On Indigenous Ground | Nancy Griffith-Zahner | 8-12 | BCATML | VCC |
| The History of Fashion: 1900 to Present | Catherine Hay | 8-12 | THESA | PPV |

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FRIDAY 12:30

Multiplicative Thinking

Carole Fullerton 4-7
VCC

The Rewilding Revolution

Scott Sampson K-12
VCC

Bringing Back the Literacy In Digital Literacy

Ron Darvin K-12
VCC

Shannen's Dream

Cindy Blackstock K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|--|-------------------------------------|-------------|---------------|------------|
| Adventures in Social Emotional Learning K-3 | Sheldon Franken | K-3 | BCSCA | PPV |
| Effective K-3 Writing Instruction | Lisa Watson, Sasha Zekulin | K-3 | | VCC |
| Fearless Body Science for Primary | Kristen Gilbert | K-3 | BCSCA | VCC |
| Self Regulation: Practical Possibilities for All Students | Coleen Poltano | K-3 | BCPTA | VCC |
| Information Literacy a.k.a. "How to Teach Your Students to Not Plagiarize" Workshop | Tu Lean Trieu | K-7 | BCTLA | VCC |
| An Introduction to Modern Learning | Ian Jukes | K-12 | | VCC |
| Artists and Alchemists: A Look at Alternative Approaches to Photography Please bring two clean and dry pop cans to make a pinhole camera. | Dennis Memmott | K-12 | BCATA | VCC |
| Assessment of English Language Learners | Hetty Roessingh | K-12 | BC TESOL | PPV |
| Consciousness in Consumer Society | Liz Schulze | K-12 | BCTLA | VCC |
| Differentiated Instruction Strategies | Gary Anaka | K-12 | LATA | PPV |
| Discover an Indigenous Garden | Lori Snyder | K-12 | BCScTA | TWS |
| Executive Functioning Strategies to Help Students with ADHD | Colleen DeVeyrac | K-12 | LATA | PPV |
| Food Security for All: Availability of Culturally Important Foods | Lenore Newman | K-12 | THESA | VCC |
| Hello World! I'm Supposed to Teach Coding? Please bring a wi-fi enabled laptop to participate in various web-based programming environments. All you need is Internet access and a current web browser. | Darren Yung | K-12 | CUEBC | VCC |
| Hip Hop Dance Need to wear sneakers/running shoes for this class, no socks or bare feet. | Liz Vaesen | K-12 | BCDEA | PPV |
| Lesson Planning: Activating Core and Curricular Competencies | Tamara Sengetta | K-12 | BCECTA | VCC |
| Q and A Follow-Up to Keynote Topic <i>What Students Need to Flourish</i> | Gordon Neufeld | K-12 | | PPV |
| Qui suis-je? Une question d'identité bilingue - l'élève et l'enseignant | Monica Tang | K-12 | APPIPC | PPV |
| Socially Just Classrooms and Beyond | Shanee Prasad | K-12 | PAGE BC | PPV |
| Strategies for Discussing Controversial Issues | Joan Merrifield | K-12 | PAGE BC | VCC |
| Teaching and Learning Through a Global Decolonizing Lens | Noble Kelly | K-12 | PAGE BC | VCC |
| Building Portfolios for Student Success 4-7 | Jennifer Moroz | 4-7 | | PPV |
| Stations are for Every Age! Manipulatives and Games to Engage Language Learners | Shauna Néro, Ashleigh Mcneil | 4-12 | BCATML | PPV |
| Wesign Thinking and Ethnographic Empathy Bring sticky notes and a marker. If you can read two picture books it would be helpful: Peter Rabbit and the Rabbits. | Bonnie Jeansonne | 4-12 | BCEDL | VCC |
| The 50 Best Science Demos to Do Before You Die | Peter Hopkinson | 6-8 | myPITA | PPV |
| What's in the Bag? An Introduction to Design Thinking | Carrie Antoniazzi | 6-8 | BCScTA | TWS |
| Career Programs 10-12: An Overview and Ideas for Implementation | Martin Runge | 8-12 | BCBEA | VCC |
| Implementing the New ADST Curriculum in Wood and Metal Classes | Heather Elliott | 8-12 | BCTEA | VCC |
| Magical Harry Potter: Activities to Expand the Story | Stephanie Argent | 8-12 | BCTLA | VCC |
| Science Mythbusters | Doug Fraser | 8-12 | BCScTA | TWS |
| Suicide Prevention | Kim Leifso | 8-12 | BCSCA | VCC |
| 12:30-3:30 Explorations in Inclusive Teaching Practice: Stories From the Field Bring a wi-fi enabled device. | Kristi Lauridsen, Amrit Cojocar | K-12 | AEGTCCBC | VCC |
| 12:30-3:30 Sharing Best Practice in Environmental Ed: Success Stories from Across BC | Selina Metcalfe | K-12 | EEPSA | TWS |

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FRIDAY 2:15

Place Value in Primary
Carole Fullerton K-3
VCC

Rooted in Place:
Transforming Education
Through STEM
Scott Sampson K-12
VCC

Fake News and
Critical Digital Literacy
Ron Darwin K-12
VCC

Children:
The Best Reconciliation
Changemakers
Cindy Blackstock K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|--|--|--------|----------|----------|
| Balanced K-3 Literacy Program | Lisa Watson, Sashi Zekulin | K-3 | | VCC |
| Building Portfolios for Student Success K-3 | Jennifer Moroz | K-3 | | PPV |
| Innovate with iPad in a Primary Classroom Bring your own iPad and have the following apps preloaded: Pic Collage, Popplet or Popplet Lite, Book Creator, Explain Everything and/or Draw and Tell to fully participate in this hands-on workshop. | Karen Lirenman | K-3 | | PPV |
| Introduction to Block Based Programming with Scratch Bring a wi-fi enabled laptop with Scratch 2 Offline Editor installed and an online account activated on Scratch, https://scratch.mit.edu/scratch2download . No tablets. | Elaan Bauder, Rick Botero | K-3 | CUEBC | VCC |
| Investigating Living Things in the Local Environment: Enacting the Science Curriculum | Janice Novakowski | K-3 | BCPTA | VCC |
| Talking Tables: A Kindergarten Oral Language Development Program | Kristi Clifton, Cathy McCubbin | K-3 | BC TESOL | VCC |
| Using Provocations to Uncover the Redesigned Curriculum | Sheila O'Grady | K-3 | BCPTA | VCC |
| Infusing Aboriginal Content | Carol Arnold, Pascale Goodrich-Black | K-7 | AEA | PPV |
| Differentiated Instruction Strategies | Gary Anaka | K-12 | LATA | PPV |
| English for Academic Purposes (EAP) Curriculum Design | Hetty Roessingh | K-12 | BC TESOL | PPV |
| Essential iPad Apps for the Second Language Classroom Please bring an iPad, iPad mini, or iPhone with Quizlet, Puppet Pals, Plickers, 360Cities, and Bramble Berry Tales installed. | Rome Lavrencic | K-12 | BCATML | VCC |
| Gastown Art Walk Gallery Tour | D. Memmott, D. Luchsinger, M. Sinclair | K-12 | BCATA | VCC |
| Integrating Maker Culture into Your School or Classroom with an Indigenous Worldview | Noelle Pepin, Brenda Gwilliam | K-12 | BCScTA | TWS |
| Kinesthetic Empathy Through Dance Wear comfortable clothing and be prepared to move. | Donna Redlick | K-12 | BCDEA | PPV |
| Leading the Way to a School-Wide Reading Culture | Tu Loan Trieu | K-12 | BCTLA | VCC |
| Les compétences essentielles: explorer des pistes pour la pratique en immersion française Apportez votre ordinateur portable. | Isabelle Côté | K-12 | APPICP | PPV |
| Help Students Deal with Stress and Anxiety, Manage Anger, and Build Confidence | Coleen Politano | K-12 | TIE-BC | VCC |
| Q and a Follow-Up to keynote topic: Resilience, Stress and School | Gordon Neufeld | K-12 | | PPV |
| Q-Focus: Teaching Students Higher Order Questioning Skills | Ian Jukes | K-12 | | VCC |
| Students with Anxiety: Intervention to Accommodate Issues with Anxiety | Colleen DeVeyrac | K-12 | LATA | VCC |
| Teaching Empathy Through Arts Education | Kahla Yzerman | K-12 | | VCC |
| Through a Social Justice Lens: Planning Your Social Justice Impact | Noble Kelly | K-12 | PAGE BC | VCC |
| Using Mindset in the Classroom to Support Inclusion for All Learners | Kristin Wiens | K-12 | TIE-BC | VCC |
| Adventures in Social Emotional Learning | Sheldon Franken | 4-12 | BCSCA | PPV |
| Taking the Fear Out of ADST! | Jason Proulx, Sandra Averill | 4-12 | myPITA | VCC |
| Hands-On Agriculture for Your Science Classroom | Glenda Johnston, Emma Sweeney | 6-8 | BCScTA | TWS |
| Environmental Science 11-12: An Essential Piece of the New Curriculum Puzzle | Michael Wolfe, Samsara Marriett | 8-12 | EEPSA | VCC |
| GIS: Using Mapping to Change How Your Students View Agriculture Please bring a tablet or laptop. | TBD, Pat tonn | 8-12 | THESA | VCC |
| Managing Personal Devices and Social Media in the Classroom | Jeremy Insocho | 8-12 | | VCC |
| Science with a Smartphone | Sandy Eix, John Eix | 8-12 | BCScTA | TWS |
| Sex Ed for the 21st Century | Kristen Gilbert | 8-12 | BCSCA | VCC |
| Supporting Your Students and Your Entrepreneurship, Marketing and E-commerce Courses | David Cameron | 8-12 | BCBEA | PPV |

AGMs FRIDAY 3:45 See the inside cover for PSAs specific locations.

Locations: VCC: Vancouver Convention Centre, PPV: Pan Pacific Vancouver, TWS: Telus World of Science. All sessions are first come, first seated.

SATURDAY 9:00

We Are All Connected: Deepening Understanding of Self, Family, The Land and the World
Adrienne Gear
VCC

Engaging Hearts and Minds
Faye Brownlie K-12
VCC

Inclusive Education: Getting To Know And Planning For Learners From A Strength-Based Perspective
Shelley Moore K-12
VCC

Fostering Resilience in a Stressed Culture
Gabor Maté K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|---|--|----------------|-------------------|----------------|
| Authentic Indigenous Resources | Terri Mack | K-3 | AEA | VCC |
| Inquiry in the Primary Classroom | Michele Hikida | K-3 | BCPTA | VCC |
| The Core Competencies: Supporting Student Self Assessment in the Early Years | Janine Fraser | K-3 | BCPTA | PPV |
| Build Your Inquiry Bag of Tricks | Sandy Eix, John Eix | K-7 | BCScTA | VCC |
| Building Bridges | Kristin Wiens, Bethany Wiens | K-7 | TIE-BC | VCC |
| Coding and Computational Thinking in Elementary School | Carli Wilson | K-7 | CUEBC | PPV |
| Using Home Economics Approaches as Part of the ADST Curriculum K-8 | Melissa Edstrom, Rachel Labossiere | K-7 | THESA | VCC |
| 70+ Ways to be a More Efficient Online Educator | Christopher Rozitis | K-12 | BCEDL | PPV |
| Approaches to Assessment in and Through Art | Regan Rasmussen, Heather Pastro | K-12 | BCATA | VCC |
| BC Blanket Exercise: Exploring Historical Relationships Indigenous and Non-Indigenous | L. Lattimer, Davita Marsden, M. Hotamanie | K-12 | AEA | PPV |
| Creating Cultures of Peace | Jason Anderson | K-12 | PAGE BC | VCC |
| Cultivating an Inquiry Mindset: Observing Learner Identities Through Documentation | Jennifer Delvecchio | K-12 | BCTLA | VCC |
| Découvrez IDÉLLO ! Plus de 11,000 ressources numériques en français Apportez votre ordinateur portable et inscrivez-vous sur place. | Nathalie Dufour Seguin | K-12 | APPIPC | PPV |
| How Does a School Library Become a Library Learning Commons? | Moira Ekdahl | K-12 | BCTLA | VCC |
| Inclusive Learning: Differentiating with Technology | Dominic Maggiolo | K-12 | CUEBC | VCC |
| Start UP! Your Grade 4-7 Class Successfully | Ray Myrtle | K-12 | myPITA | VCC |
| Supporting Grieving Children and Youth | Wendy Sashikata | K-12 | BCSCA | VCC |
| Using Google Classroom to Support Learning | Isher Litt | K-12 | BCBEA | VCC |
| Beyond the Numbers: Bringing Financial Literacy to the Class | Stacy Yanchuk Olesky | 4-12 | myPITA | VCC |
| Let's Celebrate Languages and Cultures! Please bring a laptop or other electronic device and anything you wish to share with the group. | Marie-Claude Tremblay, Rome Lavrencic | 4-12 | BCATML | VCC |
| PE is Fun! Minor Games for All Ages and Spaces | Trevor Rosencrans | 4-12 | myPITA | PPV |
| Accessing Academic Language: Introducing Students to Genre | Catherine Humphries | 6-8 | BC TESOL | PPV |
| Boys Will be Boys: How You Can Keep them Reading and Writing | Byron Cidinali | 6-8 | myPITA | PPV |
| Core French for Elementary and Middle Years | S. Sveistrup, K. Harte, S. Johnson | 6-8 | BCATML | PPV |
| Executive Functioning Strategies for Student Success | Maureen Bencze | 6-8 | LATA | PPV |
| 5 Minute Slams: Sharing Your Best Ideas From Your Business or Careers Class! | Martin or BCBEA Executive Runge | 8-12 | BCBEA | PPV |
| Social and Emotional Competencies in Blended and Online Learning: Sustainability 11 | Nimi Sandhu | 8-12 | BCEDL | PPV |
| Gladys: The Life of a Child in a BC Indian Residential School | Jean Moir, Gail Stromquist, Cheryl Carlson | 8-12 | AEA | VCC |
| Accelerating the Progress of Readers Experiencing Difficulties | Paul Panteleo | K-7 | LATA | VCC |
| 9:30-12:00 Get Outdoors in the Primary Grades Please bring weather-appropriate clothing because this workshop will be 100% outdoors. | D. Rawlyk, D. Boucher, J. Pilling | K-3 | EEPSA | |

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SATURDAY 10:45

**Writing Power:
Effective Writing Instruction and Assessment**
Adrienne Gear
VCC

**Curriculum for All: Designing
Curricular Content and Competency
for a Range of Ability**
Shelley Moore K-12
VCC

It's All About Thinking
Faye Brownlie K-12
VCC

**The Myth of Normal: Depression, Anxiety,
and Addictions from a New Perspective**
Gabor Maté K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|---|---|--------|---------|----------|
| Inquiry in the Primary Classroom | Michele Hikida | K-3 | BCPTA | VCC |
| Intentional Design and the K-3 ELA Redesigned Curriculum | Lisa Watson, Sasha Zekulin | K-3 | | VCC |
| Taking Action for Positive Change | Sue Jackson | K-3 | | PPV |
| Girl Power, Good Guys for Educators | Michael Kerford, Dana Kerford | K-7 | LATA | PPV |
| Learning Assistance: What is It All About | Lisa Bradshaw | K-7 | LATA | VCC |
| A Recipe for the Design Process in Home Economics | P. Aquino, D. Nembhard, C. Simpson, J. Tong | K-12 | THESA | VCC |
| Aboriginal Perspectives in the Visual Arts | Sharon Richards, Charlotte Lightburn | K-12 | BCATA | VCC |
| BC Blanket Exercise: Exploring Historical Relationships Indigenous and Non-Indigenous | L. Lattimer, D. Marsden, M. Hetomanie | K-12 | AEA | PPV |
| Dance Roundtable | Kim Wolski, Deanna Worobets | K-12 | BCDEA | VCC |
| Donner un sens à l'histoire avec le nouveau programme d'études | Tom Morton | K-12 | APPIPC | VCC |
| Exploring Race and Gender: Facilitating Dialogue (Not Debate) and Moving Forward | Ryan Cho | K-12 | | VCC |
| FamilySmart: It is together-Centred and Includes You | Kelli Anderson | K-12 | BCSCA | VCC |
| Sphero Robots in the Classroom | Cari Wilson, Richard Cooper | K-12 | CUEBC | PPV |
| Génération et Communication | Carol Allain | K-12 | APPIPC | VCC |
| TTDC toolkit | Jacqueline Favelle | K-12 | BCECTA | VCC |
| What Being a Gamer Has Taught Me as an Online Educator | Bell Chen | K-12 | BCEDL | PPV |
| 150 Jahre Kanada und Deutschland | Andreas Meckes | 4-12 | BCATML | VCC |
| Empowering Students with an Entrepreneurial Mindset | Bill Roche | 4-12 | BCBEA | PPV |
| Fall in Love with Failure | Graham Myers | 4-12 | myPITA | PPV |
| Artist Inquiry: From Study to Studio | Bryan Gidinski | 6-8 | myPITA | PPV |
| Exploring Problems Using 3D Printing | Devin Burroughs, Heather McIntosh | 6-8 | BCTEA | VCC |
| Indigenizing the Library Learning Commons | Rebeca Rubio | 6-8 | BCTLA | VCC |
| L'apprentissage par l'enquête: des élèves du aire engagés! | Kim Lockhart | 8-12 | APPIPC | PPV |
| Library Supported Inquiry | M. McDonough, M. Cameron, L. Husieff | 8-12 | BCTLA | VCC |
| Marketing Skills in a Real World Environment | Shannen O'Brian | 8-12 | BCBEA | VCC |
| Sharing Best Practice: Extended Outdoor Learning Programs | Ryan Barfoot, Teresa Rowley, Nick townley | 8-12 | EEPSA | PPV |

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SATURDAY 12:30

**Financial Literacy
in Primary**
Carole Fullerton K-3
VCC

Génération Z: Plus sélective qu'excessive!
Les rois de l'hyper-connexion
Carol Allain K-12
VCC

**BC's Revised Curriculum as a Pathway to
Developing Self-Regulated Learners and Citizens**
Leyton Schnellert K-12
VCC

**Compassion Fatigue: Caring for Our
Ourselves While Caring for Others**
Gabor Maté K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|--|---------------------------------------|--------|----------|----------|
| Systemic K-3 Literacy Interventions | Lisa Watson, Sasha Zekulin | K-3 | | VCC |
| Enhanced Action Schools! BC Program Reflects the Needs of Schools Today | Kim Weatherby | K-7 | BCSCA | VCC |
| Essential Elements in the Reading Workshop Classroom | Carrie Gelson | K-7 | | VCC |
| Practical Ideas and Solutions for Integrating MakerEd in the Learning Commons | Anna Crosland | K-7 | BCTLA | VCC |
| 40 Things I Wish I Knew Before I Started Teaching ELLs | Dale Shea | K-12 | BC TESOL | PPV |
| Best Practice for Supporting Children and Youth from Adverse Experiences | Linda O'Neill | K-12 | BCSCA | VCC |
| Coding Unplugged: No Screens Attached | Lisa Read | K-12 | CUEBC | VCC |
| Getting to Know Your ELL Students From Mainland China | Susanna Song | K-12 | BC TESOL | PPV |
| Global Education: Bringing Global Education Into the Classroom | Katherine O'Connor | K-12 | PAGE BC | PPV |
| Google: More Than "Feeling Lucky" | Darren Yung | K-12 | CUEBC | VCC |
| To make full use of this session, please bring a laptop with a browser; ideally Google Chrome, or a mobile phone or tablet. | | | | |
| Integrating Maker Culture Into Your School or Classroom with an Indigenous Worldview | Noelle Pepin, Brenda Gwilliam | K-12 | BCScTA | VCC |
| Learn Like an Adventurer! Teaching Foreign Languages Using Social Media Please bring a smartphone, tablet, or laptop with access to the Internet. | Yoshifumi Murakami | K-12 | BCATML | PPV |
| Project of Heart | Pascale Goodrich-Black, Gisèle Dupuis | K-12 | AEA | PPV |
| Sculpture On a Budget: Using the Absurdist Work of Erwin Wurm for Sculpture | Matthew Sinclair, Lisa Novak | K-12 | BCATA | VCC |
| The Truth Behind Computational Thinking: You're Already Doing It, Guaranteed! | Jon Hamlin | K-12 | CUEBC | PPV |
| Tools for Differentiating Learning for High Ability Learners Please bring a laptop, tablet or other device to access the internet. | Lannie Kanevsky | K-12 | AEGTCCBC | VCC |
| Working with Your Teacher-Librarian Through Inquiry | Aaron Mueller | K-12 | BCTLA | VCC |
| Exploring Northwest Coast Aboriginal Culture | Vickie Jensen | 4-12 | myPITA | VCC |
| Making History Meaningful with the New Curriculum | Tom Morton | 4-12 | myPITA | VCC |
| Assessing and Planning for Inquiry | Karen Lee | 6-8 | BCScTA | VCC |
| | PPV | | | |
| Contemporary Dance Wear appropriate clothing and be prepared to move. | Lesley Telford | 8-12 | BCDEA | PPV |
| Evolutionarium: the Evolution Aquarium | Ashley Port | 8-12 | BCScTA | VCC |
| Sport Nutrition in Action | Lynne Sawchuk | 8-12 | THESA | VCC |
| 12:30-3:30 Cooperation and Teamwork Through World Music If possible, please bring a hand drum: djembe, conga, doumbek, etc. | David DiTomase | K-12 | BCCLA | |

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SATURDAY 2:15

**Proportional Reasoning in Grades 4-9:
Fractions, Ratios, and More**
Carole Fullerton 4-9
VCC

**Building Participatory,
Collaborative, and Culturally-
Responsive Learning Communities**
Leyton Schnellert K-12
VCC

**Peer Orientation: Why Children are Stressed, Why
Parents and Teachers are Disempowered and How to
Restore a Healthy Balance in Adult-Child Relationships**
Gabor Maté K-12
VCC

| Title | Presenter(s) | Target | Sponsor | Location |
|--|---|--------|----------|----------|
| Developing a Primary Nature Program | Liz McCaw | K-3 | | VCC |
| Integrating Nonfiction Picture Books Into Your Literacy Routines | Carrie Gelson | K-3 | | VCC |
| Inquiry Approaches to the New Science K-7 Curriculum | Anita Chapman | K-7 | BCScTA | VCC |
| Beyond the Poster: Authentically Integrating First Peoples' Principles of Learning | Jo Chrona | K-12 | | PPV |
| Bio Blitz | Laura Jackman | K-12 | EEPSA | VCC |
| Creating a Gender-Inclusive School Culture | Heather Kelley | K-12 | PAGE BC | VCC |
| Embedding Core Competencies Through Instructional Strategies | H. Stibbs, T. Ferdinandi, C. Yeager | K-12 | BCCLA | PPV |
| Helping Kids Cope with Life's Stressors: for Good Mental Health and Successful Learning | Cindy Andrew | K-12 | BCSCA | VCC |
| Le Projet du Coeur: faire la lumière sur l'histoire cachée des pensionnats indiens en C-B | Pascale Goodrich-Black | K-12 | APPIPC | PPV |
| Stamping Out Cyberbullying by Building Self-Awareness, Self-Discipline, and Empathy | Joan Merrifield | K-12 | | VCC |
| Story-Asking, Storytelling and Teaching with Comprehensible Input: Research to Practice | Michelle Metcalfe, Adriana Ramirez | K-12 | BCATML | VCC |
| The Truth Behind Computational Thinking: You're Already Doing It, Guaranteed! | Jon Hamlin | K-12 | CUEBC | PPV |
| Understanding and Supporting Intense Learners | Lannie Kanevsky | K-12 | AEGTCCBC | VCC |
| Connecting Art Across the Curriculum: an Inquiry-Based Approach | Regan Rasmussen | 4-12 | BCATA | VCC |
| Supporting the Refugee Student Through Trauma-Informed Practices | Kris Hull | 4-12 | BC TESOL | VCC |
| Asking the Right Questions | Karen Lee | 6-8 | BCScTA | VCC |
| Mathematical Movement Wear comfortable clothing and be prepared to move. | Kaill Vesik | 6-8 | BCDEA | PPV |
| Sun Peaks: A Blended Model At Work | David Comrie | 6-8 | BCEOL | VCC |
| Computer Science Unplugged Laptop will be useful but not required | Dennis Wong | 8-12 | CUEBC | PPV |
| Untangling with Zentangles: A Unit for Mental Health and Happiness | Laurie Kidd | 8-12 | BCATA | VCC |
| Using Online Courses to Flip Your Classroom Recommended that you pre-read and watch the four videos https://facultyinnovate.utexas.edu/teaching/strategies/flipping/how | Nick Smith | 8-12 | BCEDL | VCC |

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FRIDAY

SATURDAY

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7:00
Registration7:00
Exhibition Hall7:00
Registration8:00
Exhibition Hall9:00
Session A9:00
Help Desk9:00
Session E10:00
Help Desk10:45
Session B10:45
Session F12:30
Session C12:30
Session G2:15
Session D2:15
Session H3:45
PSA AGMs

6:30

Social at Telus
World of Science

FAQs

How do I register for individual sessions?

There is no pre registration for sessions and keynotes. The first come, first served principle applies. Rooms are limited by the official published capacities. Standing and sitting in the aisle is not permitted due to fire regulations.

What's the wi-fi password?

TBA

I need help. Where should I go?

Please go to the help/registration desk if you have any concerns.

How do I get to the sessions that are not held at the Pan Pacific or the Vancouver Convention Centre?

The easiest way to get to Science World is by taking the Skytrain from Waterfront station to Main Street/Science World via the Expo Line.

To get to the Stanley Park Pavilion take the #19 bus from the corner of Pender and Burrard Streets.

AGMs FRIDAY 3:45

| Title | Target | Sponsor | Location |
|--------------------------------------|--------|----------|------------------------|
| AEA Annual General Meeting | K-3 | AEA | VCC 20 |
| PAGE BC Annual General Meeting | K-12 | PAGE BC | VCC 13 |
| APPIPC Assemblée générale annuelle | K-12 | APPIPC | VCC Pacific Rim 1 |
| BCATA Annual General Meeting | K-12 | BCATA | VCC 7 |
| BCATML Annual General Meeting | K-12 | BCATML | VCC 8 |
| BCBEA Annual General Meeting | K-12 | BCBEA | VCC 18 |
| BCDEA Annual General Meeting | K-12 | BCDEA | VCC Crystal Pavilion B |
| BCEDL Annual General Meeting | K-12 | BCEDL | VCC 17 |
| BCPTA Annual General Meeting | K-12 | BCPTA | VCC Pacific Rim 2 |
| BCSCA Annual General Meeting | K-12 | BCSCA | VCC 10 |
| BCScTA Annual General Meeting | K-12 | BCScTA | TWS Science the atre |
| BCTESOL Annual General Meeting | K-12 | BC TESOL | VCC 9 |
| LATA Annual General Meeting | K-12 | LATA | VCC Crystal Pavilion C |
| THESA Annual General Meeting | K-12 | THESA | VCC 15 |
| MyPITA Annual General Meeting | 4-9 | myPITA | VCC 16 |
| CUEBC Annual General Meeting | 8-12 | CUEBC | VCC 19 |

5:15 BCTLA Awards Ceremony K-12 BCTLA TWS Science the atre

Locations: VCC: Vancouver Convention Centre, PPV: Pan Pacific Vancouver, TWS: Telus World of Science. **All sessions are first come, first seated.**

EXHIBITORS

3P Learning: Home of Mathletics

ABB Creations Ltd

Aboriginal Education Association

AIM Language Learning Inc.

Animals in Science Policy Institute

AnxietyBC

APPIPC Association provinciale

des professeurs d'immersion et du
programme francophone)/FECB (Bureau
des programmes et services en français

Apprentissage Illimité

Artists for Kids

Association of Book Publishers of BC

Bard on the Beach

BC Agriculture in the Classroom
Foundation

BC Association of Physics Teachers

BC Children's Hospital/Kelty Mental
Health Resource Centre

BC Cooperative Learning PSA

BC Council for Exceptional Children
BCCEC

BC Council on Admissions & Transfer

BC Dairy Association

BC Dance Educators' Association BCDEA

BC Doctors of Optometry

BC Heritage Fairs Society

BC Hydro

BC Original Minds Association

BC Partners for Mental Health and
Addictions Information (heretohelp)

BC Teachers for Peace and Global
Education, Provincial Specialist

Association PAGE BC PSA

BC TESOL Teachers of English to
Speakers of Other Languages PSA

BCATA Art Teachers' Association PSA

BCCDC/Public Health Association of BC

Be The Change Earth Alliance

Ben Minuk & Associates representing
Oxford University Press, Rubicon
Publishing, RK Publishing, and Wave
Learning Solutions

Bio-Rad Laboratories Canada Ltd

Brault and Bouthillier

Canadian Celiac Association - Vancouver
Chapter

Canadian Mental Health Association, BC
Division

Canadian Red Cross Respect Education

Capilano University

Chartered Professional Accountants of BC

ChatterHigh Communications Inc

Cheakamus Centre

Children of the Street Society

City University of Seattle in Canada

Classy Threads

Collaborative for Advanced Landscape
Planning (CALP), UBC

Creative Problem Solving Society/
Odyssey of the Mind

Crisis Centre of BC

CSEG Foundation

Davies and Johnson Associates

Discover Canada Student Adventures

Discover Skills BC

Discovery Toys

Distribution HMM

Eaglecrest Books

easyREG

Editions de l'Envolée

Education Backpack

Educational Technology Support, Faculty
of Education, University of British
Columbia

EducationPlannerBC

EduPac Services

EEPSA Environmental Education PSA

EF Educational Tours

Emily Carr University of Art + Design

Epicure

ERAC

Exambank.com

Flinn Scientific Canada

FortisBC

Foxy and Friends Books

Fraser River Sturgeon Conservation
Society

FRIENDS Program - Ministry of Children
and Family Development

Galiano Conservancy Association

Genome British Columbia

go2HR

Graduate Studies, Faculty of Education,
Simon Fraser University

Greenfield Learning

Greystone Books

Groupe Média TFO

HCTF Education

Heritage Group Distribution

Historica Canada

HR MacMillan Space Centre

ICONIC Inc.

iDESIGN Solutions

Immigrant Link Center Society

Industry Training Authority

Inquiry Adventures

Insight Global Education

Irving K Barber BC Scholarship Society

JUMP Math

Justice Institute of British Columbia

Kids Code Jeunesse

Kidsbooks

Langara College Creative Arts &
Industries

Learning Disabilities Association
Vancouver

Les Editions Passe-Temps

Let's Talk Science

Logics Academy

Mainstreams Publications for ESL

Mason Sewing Machine 2016 Ltd

Merian Scientific

Midtown Press

myBlueprint

National Film board of Canada

National Science Teachers Association

Nelson

New York Institute of Technology -
Vancouver Campus

Odin Books

Open School BC

Options for Sexual Health

Orca Book Publishers

OSEPP Electronics Ltd.

Oxford University Press

Panterra Educational and Cultural
Training Society

Pearson Canada

Popular Books

Portage & Main Press

PreparedBC

Puzzle Heads Educational Products

Quantified Thought

Rack Fashions

Redsand Kids: Bringing the skills of
happiness to life through kids' books,
journals, games and more

Responsible and Problem Gambling
Program

Rick Hansen Foundation School Program
Robotix Education

Ronsdale Press

Roots of Empathy

Saunders Book Company

Savoir Books

Scholastic Education

School House Teaching Supplies

Science Fair Foundation BC

Science World

SHAD

Simon Fraser University - Faculty of
Applied Sciences

Simon Fraser University - Office of
Francophone & Francophile Affairs

SOGI 123: Making Sexual Orientation and
Gender Identity Education and Inclusion

Spectrum Nasco

Stigma-Free Society

Strong Nations

STS Tours

Studica Ltd

Study North BC

Talonbooks

The Classroom Gardener

The Elementary Woodshop

The Learning Partnership

The Maker Garden

The Psychology Foundation of Canada

THESA Teachers of Home Economics

Specialist Association

Tilley Education

Tradewind Books

Two Read Books

UBC Faculty of Education

United Library Services

University of British Columbia

Usborne Books at Home

UsefulCharts.com

Vancouver Animation School

Vancouver Aquarium Marine Science
Centre

Vancouver International Children's
Festival

Watermelonworks™

WE Schools/WE Day

Western Campus Resources

Westlab

Wilson School of Design at KPU
Yabla

CASLT 2017 Languages without Borders Conference

by Stacey Sveistrup

As the National Council Representative for British Columbia, I felt it was important to attend the CASLT 2017 Languages without Borders Conference in Edmonton in early April. This is the second CASLT conference I have attended, as I also attended the Niagara 2015 conference.

I was super excited to be able to take part in this conference. My pre-conference experience was very informative! School visits were organized for those who had put in a request. I thought I would be in group of teachers visiting schools, but I ended up having a semi-private tour. We went to two schools: a French Immersion elementary and then a Mandarin Bilingual elementary. Our guide, the principals, the teachers, and the students were most gracious as hosts. They answered many questions and showed us not only some of the classes but the literacy book rooms and small groupings of students as well. I asked a lot of questions and I learned a lot. Edmonton is an amazing school board for languages; there are eleven different languages offered from Kindergarten in immersion or bilingual programs. I think they said that 50% of students are in language programs!



Something I learned that was very interesting, in comparison to BC especially in the current situation, was that there are no class size limits in Edmonton public schools. At the Mandarin school, I was told that typically 25 students are accepted in a Kindergarten class and often these students stay at that school throughout their elementary years.

At the conference itself, we were happy to listen to Alexandre Trudeau's keynote presentation, in which he talked a lot about his travels and what he has learned. Another exciting keynote presentation was by Mary G. O'Brien. She presented current research results from the Government of Alberta on the impact of second language learning. They read through over 160 articles! The results were not new ideas to language teachers but evidence of what many of us believe. She spoke about the many impacts learning a language has, including cognitive, academic, societal, intercultural, and economic. She talked about students with exceptionalities in language classrooms as well as students who are additional language learners. If you wish to read about this you can find it on the CASLT website. There is an executive summary which could be valuable to share with students, parents, principals, and other teachers.

The conference was very "21st Century" because participants used an app to retrieve conference information. The app had all the information one needed! It included workshop descriptions, the schedule and room allocations. The workshop offerings was amazing. There were many opportunities to attend workshops about many different languages including French immersion and indigenous languages. There were workshops about using inquiry in the classroom, using indigenous resources, the neuro-linguistic approach, using math in a language classroom and so much more. I was amazing at all the ideas and information I learned.

It was a very informative conference, it was very well organized, and I was invigorated by the presenters, the participants, and by all that I learned! Thank you Edmonton and thank you CASLT!

Story-telling, Story-asking and Teaching with Comprehensible Input

By Michelle Metcalfe and Adriana Ramirez

Teaching Proficiency through Reading and Storytelling (TPRS) is a second-language teaching methodology that was originally developed by Blaine Ray in the 1990's. Grounded in current second-language acquisition research (Stephen Krashen, Bill van Patten), the method continues to develop today and has become one of the most powerful instructional methods to promote natural, authentic second-language acquisition in the classroom. Class stories are at the heart of the TPRS method and are the vehicle for providing the one essential element for language acquisition to occur: a steady stream of personalized, compelling and contextualized Comprehensible Input.

Comprehensible Input (CI) is the key ingredient for any language acquisition to occur, first or second. All human beings are wired to acquire language, but the importance of CI in this process has been somewhat underrated in many second-language classrooms where instruction has been based on a "language learning" model rather than a "language acquisition" model. As language teachers we all want our learners to speak the target language spontaneously and with confidence, but how we reach that goal will depend on the beliefs and assumptions we have about the language acquisition process. In a TPRS/CI classroom, the fundamental principal that guides instruction is that comprehensible oral input will lead directly to output. In a more traditional, task-based or "communicative" classroom, output is emphasized from the very beginning. Instruction is based on the assumption that output will lead to output.

Teaching with TPRS or CI based methodology often follows a 3-step process: establishing meaning of a small number of target structures, asking/telling a story, and reading. Classes are conducted 90% in the target language, always staying "in bounds" with vocabulary that students know and understand.

The target structures selected for each story are 3 or so high-frequency words or vocabulary chunks from the target language. These structures are not selected in accordance with a grammatical topic or theme, but are those structures that are used most frequently and are necessary in day to day communication in the target language. Grammatical items are taught as vocabulary, with a focus on meaning rather than form. Numerous strategies can be used to establish meaning such as Total Physical Response (TPR), Personalized Questions and Answers (PQA), direct translation or through the creation of mini-stories.

Asking or telling a story is the core of the method. In this step, the class interacts with the teacher to co-create a unique oral story around the key structures that have been introduced. Through a series of repetitive yet interesting questions, a skill known as "circling", the teacher slowly guides the class through the creation of a simple story, checking frequently for comprehension. The story provides the input to the students, allowing them to hear the target structures repeatedly in a context that is interesting and comprehensible. This step requires many complex skills and can be the most challenging part of the process, but the results in terms of student comprehension are un-paralleled.

The last step in the process is the development of literacy through reading. Readings are based on the oral story or extensions of the story. The readings are read and discussed in class and may often contain new elements of vocabulary or grammar that are at a slightly higher level than the oral story. As students have more control over their reading, new elements can be easily understood through the context of the story, but should always be within the student's level of comprehension. Reading is a critical element in the acquisition process as this is where the student can take full ownership for the mastery and acquisition of their new language.

Teaching through stories and CI requires learning a whole new set of skills as language teachers. Many of these new skills are very complex and take practice before they are truly mastered. In addition, there are a growing number of CI based strategies that are developing in the field as TPRS/CI instructional methods gain in popularity. These include Movie Talk, Picture Talk, Free Voluntary Reading, One Word Images, Story-listening, to name a few. What they all share is the recognition that language acquisition cannot take place without massive amounts of Comprehensible Input. The role of the TPRS/CI teacher is to maximize, personalize and contextualize the Comprehensible Input, to make it as compelling as possible for our students. With this as our goal, output will follow in a natural, stress-free and spontaneous way.

Human beings are wired both emotionally and physiologically to learn through stories. When language is presented through stories, we understand and acquire our new language with ease, unconsciously and more naturally because our mind is a story processor. When we focus on the elements of a story and use language to communicate through meaning rather than form, language acquisition becomes deep and personal. We use stories to teach our children about life, values and knowledge of things; we use movies and documentaries to teach our youngsters about history facts, that otherwise might be dry and boring; we never get tired of reading novels, we learn from their characters, we connect to them, and ultimately we build who we are based on a compilation of the stories and narrations that come to us through oral, visual or written forms.

In a TPRS classroom, we acquire our new language in the same way we acquire our first language: through stories, narrations and personally meaningful interactions with those around us. We never have to explicitly “learn” the grammatical rules of our first language. As Bill van Patten points out, the rules, patterns and grammar of a language are mapped to the brain through listening, making meaning and interacting with others as we attempt to communicate. When we understand, we acquire, and when we acquire we will eventually produce.



BCATML will host a one-day TPRS Training on Sat. November 25, 2017!

TPRS and Teaching with CI is a process that requires practice of many challenging skills. It also requires new learning and understandings about the language acquisition process itself. Because our one-day training event in May was such a success, BCATML will host another one-day TPRS training event on **Saturday, November 25, 2017 at the Quamichan Campus of Cowichan Secondary School in Duncan, BC**. So if you missed the training event in May, here is your chance to take part this fall. Current BCATML members may participate for a mere **\$50**, which includes a catered lunch. Non-members are also invited to participate but must also purchase a BCATML membership at the time of registration. BCATML reserves the right to adjust registrations and payments. Registration will open online soon by visiting www.bcatml.org.

Space for this one-day training event is extremely limited; **we can only accommodate 50 teachers**. Be prepared to learn about TPRS with highly experienced and successful trainers Adriana Ramirez and Michelle Metcalfe who will provide all participants with hands-on coaching and step-by-step instruction to hone your skills while using TPRS in your second language classroom. Save the date and register early!

APRENDER ESPAÑOL

por Silvana Goldemberg

Saber más de un idioma no solo amplía las posibilidades en cuanto estudios, trabajos y viajes, también mejora las funciones cognitivas y la plasticidad cerebral, evita la demencia, nos abre puertas para conocer nuevas culturas y conectarnos con más personas.

El interés por el idioma español en la Columbia Británica es de gran importancia debido a la cercanía geográfica y de amistad que mantenemos los canadienses con los hermanos latinoamericanos y por la presencia de casi 100.000 nativos de países de habla hispana que hicieron de esta provincia su nuevo hogar.

Desde mi llegada a Vancouver en el 2003, me dedico a dar clases, presentaciones y talleres en bibliotecas públicas, centros comunitarios, escuelas, publicaciones y festivales para los amantes del español y para que las familias hispanoparlantes continúen disfrutando de su lengua madre a través de cuentos y de juegos con la palabra.

Es invaluable contribuir a que las relaciones intergeneracionales que pueden crearse y alimentarse gracias al conocimiento del idioma de los abuelos. Debemos mantener viva nuestra historia. Conectarnos con nuestras raíces nos permite enriquecer el presente común y ampliar el futuro de todos.

Por esto también he creado la feria del libro en español que se realizará por segundo año consecutivo el próximo sábado 14 de octubre de 13:30 a 17:30 en la VPL central. La misma contará con la participación de escritores, editoriales y artistas que se unirán para celebrar juntos la palabra en español.

No duden en contactarme, será un placer.

Silvana Goldemberg

--

"No dejes para mañana lo que puedas escribir hoy."

<http://www.silvanagoldemberg.com>

@Sil_Goldemberg

<fb.me/SilvanaGoldemberg>

LEARNING SPANISH

by Silvana Goldemberg

Knowing more than one language not only expands possibilities in terms of studies, work and travel, it also improves cognitive functions and cerebral plasticity, preventing dementia and facilitating learning in general; It opens doors to understanding new cultures and enables deeper connections with more people.

Interest in the Spanish language in British Columbia is of great magnitude due to the geographical proximity that Canadians have with Latin America and the presence of almost 100,000 natives from Spanish speaking countries who have made of this province their new home.

Since my arrival in Vancouver in 2003, I have been leading classes, presentations and workshops at public libraries, community centers, schools, publications and festivals geared towards Spanish lovers and Spanish-speaking families to allow them a way to continue to enjoy their mother tongue through stories and games.

It is invaluable to contribute to the inter-generational relations that can be created and nourished through the acquisition of a grandparent's language. We must keep our stories alive. Connecting with our roots allows us to enrich the common present and expand the future of all.

This is why I have also created a book fair in Spanish that will be held for the second consecutive year on Saturday, October 14 from 1:30 p.m. to 5:30 p.m. at the central branch of the VPL. It will include the participation of writers, publishers and artists who will come together to celebrate Spanish literature, culture and language.

Please, do not hesitate to contact me with any questions, comments or requests you may have.

Silvana Goldemberg

--

"Don't leave for tomorrow what you can write today."

<http://www.silvanagoldemberg.com>

@Sil_Goldemberg

<fb.me/SilvanaGoldemberg>

Spanish Fieldtrip Ideas

Jacqueline Alvarado-Cruz

Here are some fieldtrip ideas to provide opportunities for your students to practice Spanish and learn more about Spanish Culture:

Movie Theatre:

Take your students to watch a movie in Spanish at your closest Cineplex movie theatre! Contact: 18003134461 for more details and information.



Victoria's Mexican Bakery:

You may wish to take your students to try some delicious food at this bakery not only that but you could also ask for students to be taught how to make some of the delicious food or bake goods. Have your students step out of their comfort zone and take them to a journey where they can learn to cook some delicious Mexican food!

Victoria's Mexican Bakery is located in Surrey. Contact: 778 - 578 - 7830.



In-class fieldtrips:

Dance lessons:

Flamenco: There are various individuals you can contact to come into your class and teach your students a Flamenco lesson.

Jill Tunbridge: 604-542-2096

Salsa/Merengue: There are also various individuals you can contact to come in and teach your students some cool steps!

If you have any suggestions or recommendations for these please send them our way to share with other colleagues.

African-Cuban Percussionist and Vocalist:

This is an amazing workshop and students really enjoy it! Toto does an excellent job in engaging the students.

Toto Berriel : totoberriel@gmail.com 778-980-5410

Learning a New Language is More than Comprehensible Input

Samuel A. Navarro Ortega, PhD

Since Krashen (1982, 1985) advanced his notion that language learning relies heavily on comprehensible input, various efforts have been made to test this proposal. As expected, the task has not been without challenges. Namely, language, being the most human trait of all (Chomsky, 1959), functions primarily for communicative purposes, hence input constitutes just one component (albeit an important one) of a larger sequence. Output also plays a major role in completing a communicative sequence (Swain, 1985, 2005). In other words, for communication to exist, we need to have a message (input) sent by a sender (encoded) for a recipient to process and respond to (output). Both input and output can be of a linguistic (oral, written, or a mixture) or paralinguistic nature (gestures [McNeill, 2000]), but both are necessary at the time of communicating.

The ultimate goal of language learning and teaching is to prepare learners to be accurate at communicating in a new linguistic code. This entails teachers facilitating instances in which learners can encode input, send it, process it, and produce output that targets the input. In the absence of any one component of this sequence, communication is at risk of failure. This is why communicative-focused classrooms engage students in active participation as both receivers and senders of linguistic and cultural information, as I explain next.

Learners in the Communicative Language Classroom: Receivers and Senders

The advent of communicative-based pedagogies shifted students' roles in language classrooms somewhat dramatically. Learners were no longer passive recipients of linguistic input; instead, they began to take active roles, formulating messages with defined pragmatic goals. Course designers elaborated curriculums in which lexico-syntactic constructions aligned with language notions and functions (e.g., asking for information, clarifying, etc.). Likewise, the design of practice activities resembled things that humans do with language in real life (e.g., open a bank account, decline an invitation, etc.).

The expected goal was (and continues to be) to help learners be more readily prepared to engage in actual communicative exchanges in the additional language, for which they need to produce responses. A drawback in the language classroom has been the unrealistic nature of dialogues, which often result in the use of stilted formulaic language. This appears to be more of an issue for learners studying in a foreign-language context (e.g., learning Spanish in Canada). Here, their exposure to the new language is limited, as they are relying primarily on teacher talk or decontextualized language samples from textbooks. Luckily, technology is helping us improve this situation by bringing students closer to authentic communicative situations as outlined below.

Authentic Input-Output Exchanges through Teletandem

Instructors who facilitate computer-to-computer virtual interactions through Teletandem bring students closer to experiencing authentic communication. This is the case of learners of Spanish in Canada who offer English in exchange for Spanish practice with Mexican counterparts learning English (Navarro & Contreras, 2017). Due to the structure of Teletandem, learners receive and produce language samples filled with subtle semantic and pragmatic nuances seldom available in instructional materials or in-class activities. Most importantly, these learners need to decode as well as encode messages in real time. This dynamic interface keeps learners actively involved, as they are not given the option to refrain from producing output. If in fact one of the conversational partners stopped producing language, the flow of the conversation would soon come to an end, and the Teletandem would be affected. In this context, the success of the Teletandem depends more on the amount of contribution each partner is prepared to offer than on the linguistic accuracy with which they speak in the new language. In the next section, I discuss two points worthy of our attention with respect to learner output.

Learner Output in the Communicative Language Classroom

For reasons that lie beyond the scope of this essay, we language teachers have traditionally assessed learner output from a prescriptive standpoint. A target of our attention has been the morphosyntactic accuracy with which learners produce the new language. For example, we anticipate that learners will be able to frame clauses in a correct verb tense and structure them in full sentences. And if they do not comply with this expectation, we are quick to provide corrective feedback. The persistence with which we provide corrective feedback to our students disregards the fact that native-speaker language exhibits important grammatical variability. That is, native speakers' utterances often contradict prescriptive rules shown in textbooks. This being the case, why do we hold such high expectations from our students who are just learning a new language? I propose instead that we do the following:

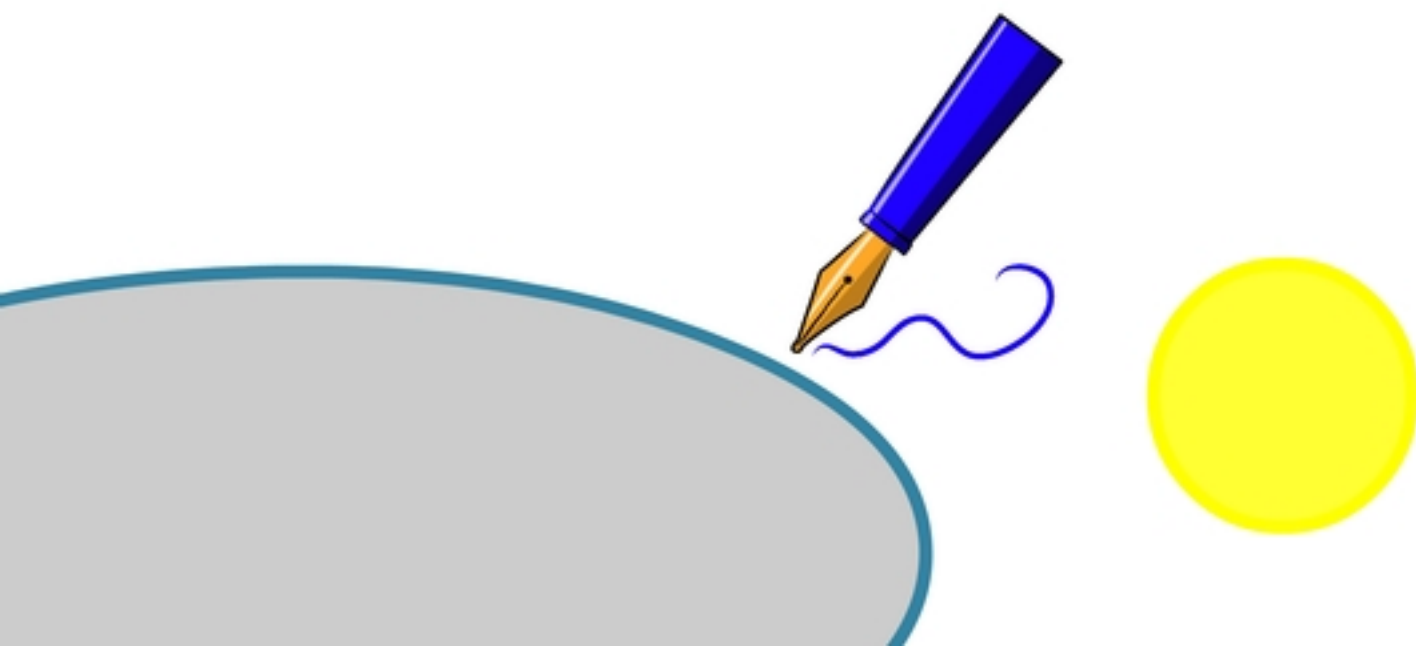
1. Encourage students to produce output of any kind as long as it addresses the message contained in the input. This idea presupposes that semantic rather than syntactic accuracy plays a pivotal role in maintaining the flow of conversation. If a learner structures an utterance that is grammatically well-formed but that is not in sync with the message contained in the input, communication breaks down. In contrast, if a learner's utterance despite its being grammatically imperfect is in sync with the input received, the flow of communication remains active.
2. Learners should understand that they are not restricted to producing linguistic responses only. Human communication is a hybrid of linguistic production and hand movements. Some of these hand gestures serve to add emphasis to our messages, whereas others function in place of an entire oral language (e.g., wave a hand to signal goodbye). Encouraging students to produce paralinguistic output brings them closer to performing like true language users.

To conclude, we language teachers should keep in mind the importance of allocating equal attention to each component of the entire communicative sequence. Achieving command of a new language implies processing input as well as producing output that needs above all to be semantically accurate.

Selected References

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Navarro, S., & Contreras, N. (2016). Telecollaboration, to what extent is this a valuable addition to a Spanish Language Program? *Proceedings of the 2016 Northwest Linguistics Conference*, 23-24 April, 2016, Seattle, Washington. 89-109.



The Future of Punjabi is Bright!

Amandeep Chhina

Surrey teachers are taking the initiative to flourish their target language skills in a variety of ways. Through their passion, energy and dedication, the future of the Punjabi language and culture is getting brighter every year!

Summer Reading Programs: Amandeep kaur Chhina, teacher at Princess Margaret secondary school is taking the lead to start Punjabi Summer reading programs at public libraries in partnership with the Surrey School District. The intention behind this program is to improve first language literacy skills for students. The main goal is to help these students strengthen their personal and social development and their connections with their community. Our senior students will be mentoring and supporting the students, and in return will receive volunteer hours they can use towards their graduation requirement. Let's hope the program will be a success!

Punjabi Film Festival: Punjabi classes participated in our 4th Annual District Punjabi Film Festival on May 15th at the Bell Centre. Schools offering a Punjabi Language Program participated: Princess Margaret, Tamanawis, Panorama Ridge, L.A Matheson, Enver Creek, Queen Elizabeth, New Westminster Secondary and Rick Hansen from Abbotsford. The festival screened movies produced and directed by Punjabi 10,11,12 students. Students narrated stories based on social issues such as Disrespect towards Parents, Mental Health, Domestic Violence, Gangs and Substance Abuse, Caste System, Stereotypes, Identity and Eroding Values. Short films were produced to convey an important message to the audience and suggest solutions to social issues the community faces. This was a great opportunity to showcase to the community our students' amazing hard work!



Punjabi Books: Sarbdeep kaur (Parmar) Johal, teacher at Q.E Secondary School aims to keep Punjabi language alive through her book series called B.B. Series. This is her brainchild, and original writings for beginner language learners. So far B.B. Series has two books published by Tellwell. The first book is called, "Let's Learn Gurmukhi Through Animals" focuses on the alphabet and animal names. The second book, "Baani da Parivaar" is centered around family relationships. Both of these books are written in Punjabi/phonetics/English. The paperback books are available online at Amazon, Chapters and Barnes and Nobles. Grandparents can easily read these stories since they are in Punjabi. If you cannot read Punjabi, you can still read the script due to the phonetics and the detailed translations allow you to understand the context. Both of these books are written with lots of details and are written with the redesigned curriculum in mind.



Kabaddi League: Tamanawis Punjabi teacher Mr. Mandeep Dhaliwal played a big role in starting the very first sanctioned High School Kabaddi League in North America. Surrey High School



Kabaddi League brings many generations together and provides an opportunity for Elders to connect with younger generations. This year teams from Enver Creek, Panorama Ridge, Tamanawis and L.A. Matheson Secondary have taken part in this Kabaddi League. Next year, we are hoping to join ten different teams from Surrey schools. This league runs from mid May to mid June. Tamanawis won the title this year. CBC covered the story during a match between LA Matheson and Tamanawis Secondary. The full news story can be accessed at <http://www.cbc.ca/1.4148940>

Vimy Centennial Commemoration: The honourable Judith Guichon, BC's 29th Lieutenant Governor, spoke at the Vimy Centennial Commemoration at L.A. Matheson Secondary School. The special ceremony marked the 100th anniversary of the Battle of Vimy Ridge during the First World War and also focused on the contributions and military heritage of Indian/Punjabi soldiers, and their shared history with Canada's war efforts. The event was organized by L.A. Matheson teachers Annie Ohana and Gurpreet Bains, along with Indus Media Foundation managing director Steven Purewal. The forgotten stories of Punjabi soldiers and their contributions to the big war are seldom mentioned in the mainstream narrative. The Languages Department and Social Justice students volunteered to run this field day at LA Matheson. Princess Margaret and Tamanawis Secondary students were also invited to be a part of this historical event. A huge shout out to Principal Mr. Rex Hayes and District Administrative leader Mr. Nader Dhillon for all their support.



Where in the World ...? iPads and Green Screen Technology in the Core French Elementary Classroom

By Kathy Yamasaki

So, you've been able to secure the BCATML's iPads – 15 of them for using in your Core French classroom. Now what?

As a “seasoned” teacher new to technology, last year I tried using the app Book Creator with my Gr. 5/6 Core French class. It was a great success (check out the results in the iPads Inquiry Project at www.bcatml.org).

With inspiration from two teachers and the help of an amazing technology coordinator in my district, we embarked on adding a Green Screen to the mix. What is a “green screen” you ask? In some districts (like mine), there is a “green screen” kit at the District Resource Centre which contains, a green screen, a portable frame for the screen and a tri-pod to set the iPad on. Don't have this, a simple green tablecloth from the Dollar Store and a blank wall works just as well. There are some schools that have painted a wall green in their school for “green screen” project use.



What to do next? I chose a topic that I knew the students had learned – La Météo. We reviewed weather sentences, weather clothing and what one would say during a weather forecast on a TV show. I introduced the concept of filming their presentations on the green screen and excitement increased.

Now, these were Gr. 6/7 students and I wanted to add in more from the new curriculum. We talked about where French is spoken around the world and the students were surprised to find there were so many countries! I asked the students to work in small groups and decide in which country they would like to do their weather report. I added the challenge of having them do their report outside of an important landmark in that country. Conversations started about using costumes and props!!

Students varied in ability and level, but all took on the challenge to showcase their ability to speak and communicate in French, including three Level One ELL boys. Students wrote their scripts and practiced their oral pronunciations. Then, it was finally time to film! One student was tasked with filming (this worked best because that person knew exactly what to do) using the iPad assigned to each group. Students did a “practice run” and then their weather report was filmed.

What next? Groups then moved their weather report onto a computer using iMovie. Students had already researched their country's landmarks and now replaced the green screen with images they imported into iMovie as their new backgrounds for their weather forecasts. Some students even added more than one landmark changing as each student spoke. The results were amazing!



SD38 (Richmond) Gr. 6/7 students Matthew, Rajdon, and Everett give a weather forecast for Mount Cameroon in French!

Some helpful tips:

- Make sure that students **DO NOT** wear anything **GREEN** on filming day;
- Remind students that only the top half of their bodies will be in the broadcast unless they turn the iPad; and
- Props should be ready and easily accessed during the filming.

BCATML has uploaded a few samples for you to view. Visit:

<http://www.bcatml.org/student-project-samples-members-only>
and remember to use **BCATML** Members' Only Area password to access this restricted area.

I hope your students have as much fun as mine did!

Kathy Yamasaki – recent retiree
Howard DeBeck Elementary
Richmond School District #38

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To request a set of **BCATML** iPads to be shipped to your school,
visit <http://www.bcatml.org/ipad-inquiry-project.html>
and submit your application!

Speech Contest for Greater Student Motivation and Engagement in Mandarin Learning

Ping Li

BCATML Mandarin Representative

During the month of May when spring finally sprang and the school year neared its end, two Mandarin speech contests drew a large number of enthusiastic Mandarin learners to brave the stage and showcase their Mandarin speaking skills.

On May 7th, 2017, the B.C. "Chinese Bridge" Mandarin Speech Contest took place at the Confucius Institute in Coquitlam. This is an annual event organized by the Education Office, Consulate General of the People's Republic of China in Vancouver and the Confucius Institute in Coquitlam. Students from over 30 K-12 public and independent schools participated in seven different categories on the topic of "Learn Chinese, Double Your World". Contestants used their own Mandarin learning experiences to demonstrate how acquiring a new language or keeping up with a heritage language can benefit them in their daily life or their future careers. As an adjudicator, I totally enjoyed listening to their speeches, the best of which came when an elementary student showed self-made picture cards to talk about how he used the character component part of "chicken" to recognize and learn related Chinese characters. One noticeable change for this year's contest is that it was the first time in years that the number of non-heritage students surpassed heritage students. Also impressive is the fact that there were more elementary students participating in the contest. So are the support and involvement of teachers and parents who regard the contest as a great opportunity



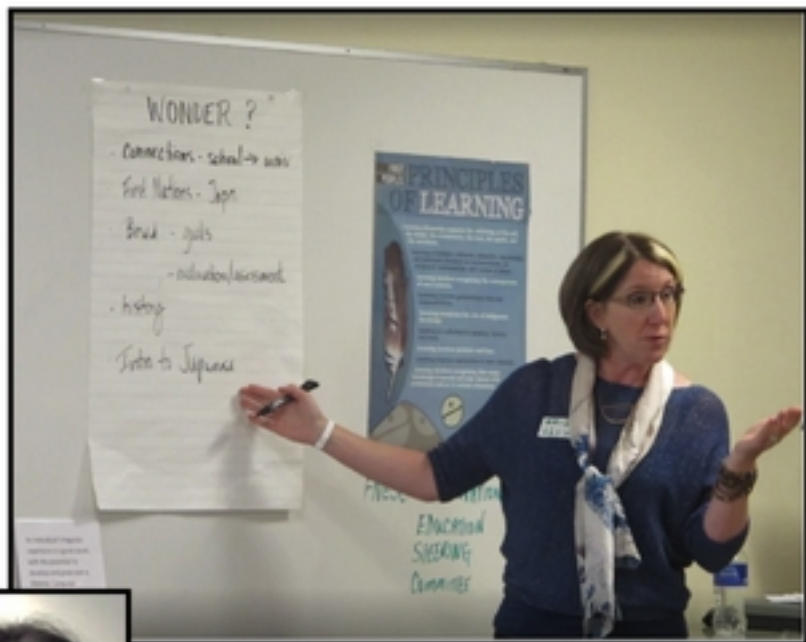
Winners from the B.C. "Chinese Bridge" Mandarin Speech Contest

Victoria Day, 2017 witnessed the "Promising Star Speakers" Mandarin Speech Contest, organized by CETV (China Education Television) in China and hosted by FENG FENG performance & education Academy and Indigo Education. This is the first ever event in Canada, as part of a Chinese national education TV program produced by CETV to foster public speaking skills and promote Chinese language and culture learning. Over 120 students, their ages ranging from four to sixteen, participated in this whole day event. The contestants told their Mandarin learning stories and shared their own experiences of the benefits of learning Mandarin. One boy compared his father to a soaring eagle, and described the inspiration he drew from his father's cancer fighting spirit, to encourage him to continue his journey learning Mandarin. Some contestants recounted their volunteer experiences in their hometowns and their involvement in Chinese cultural activities; some shared their struggles and rewards of forming a new identity in their adopted country, while others showcased their musical talents. There were even some four-year olds, though timid and nervous, who recited children's stories or told stories, which they had created themselves. One of the most touching stories was from a girl who spoke about the challenges and difficulties of learning Mandarin. She expressed her deep appreciation for her parents' efforts to drive her from Birmingham, Washington State to Vancouver, every weekend, to attend Vancouver's Beijing Chinese School for six years, rain or shine. The winners will go to compete in Beijing, China on TV this summer.

As an adjudicator and a language educator, I was not only very much moved by the tremendous support from parents and teachers, but also impressed by the quality of the speeches. I see this speech contest as a great opportunity for students to hone their Mandarin skills, showcase the evidence and benefits of their learning, and share learning experiences so as to help them continue their journey to the mastery of the Chinese language and the understanding of Chinese culture. Those valuable experiences and positive memories will surely propel them towards becoming a better learner and a more confident public speaker.

2017 JFT Summer Language Brush-up & PD Workshop for Teachers of the Japanese-Language by Stacia Johnson

The Japan Foundation from Toronto hosted a one-day workshop focusing on BC's new Japanese curriculum at the beginning of July at SFU. This was followed by a three-day language brush-up for teachers of Japanese in BC. On the first day, Stacia Johnson, the Japanese Language Representative for the BCATML, discussed elements of the new curriculum to Japanese teachers from K-12 schools and universities across BC and Alberta.



This workshop was followed by a presentation focusing on self-directed learning by Yoshifumi Murakami from the Japan Foundation's Edmonton headquarters. For the next three days, Noriko Tanaka (JF Toronto) and Yoshifumi Murakami demonstrated lessons from the JF textbooks Marugoto A1-B1. This proved to be a very useful resource for Japanese teachers and it could be used to support the new curriculum in BC. Marugoto comes with many free web supports that can be accessed at <http://www.marugotoweb.jp>

Fun was had by all and lots of supported learning occurred. A big thanks to Noriko Saito, Kaori Tanaka, and Yoshifumi Murakami for organizing this beneficial professional development at SFU this summer.



German News from your German Rep

Angela Kleine-Buning

Achtung Reisefreund(e)! Das Goethe-Institut und der DAAD veranstalten einen tollen Fotowettbewerb, an dem alle Schüler/innen bzw. Student/innen kanadischer High Schools, Colleges/CEGEP's und Universitäten bis 31. August 2017 teilnehmen können.

Dabei soll die individuelle Interpretation der deutsch-kanadischen Freundschaft in einem Foto gezeigt werden, beispielsweise durch ein Foto in einem Blue Jays-, Raptors- oder Maple Leafs-T-Shirt vor dem Brandenburger Tor oder irgendwo sonst in Deutschland! Natürlich können auch Selfies mit einer deutschen Delikatesse wie Bretzel, Bratwurst etc. am Ontariosee gemacht werden. Der Kreativität sind keine Grenzen gesetzt.

Preise reichen von Büchergutscheinen bis zu iPad Minis. Weitere Informationen zur Teilnahme finden Sie unter: So German!.

Foto: Goethe-Institut/Valentin Fanel Badiu



Das Unterrichtsmaterial der Deutschen Welle mit dem Titel „Das sagt man so!“ greift amüsante deutsche Redewendungen wie „Tomaten auf den Augen haben“ oder „Liebe geht durch den Magen“ auf. Die Podcasts sind dabei vor allem für die Arbeit mit Lernende der Niveaustufen B1 und B2 geeignet. Alle Materialien finden Sie unter: Deutsche Welle.

Foto: Deutsche Welle



Unsere App „Stadt der Wörter“ bietet sich ideal für das Lernen mit digitalen Medien im Anfängerunterricht an. Auf einem Smartphone, Tablet oder Laptop können Lernende spielerisch erste Erfahrungen mit deutschen Vokabeln sammeln. Themenbereiche reichen von der Bestellung in einem Restaurant über Einkaufen in einem Supermarkt bis hin zu Erlebnissen bei einer Stadtführung. Der Download dieser App steht kostenfrei unter: "Stadt der Wörter" zur Verfügung.

Foto: Goethe-Institut



Nach der Sommerpause startet unsere neue Webinarreihe, die von September bis Dezember 2017 laufen wird. Verpassen Sie nicht diese tolle interaktive Fortbildungsmöglichkeit! Details zu den Themen und Terminen werden in Kürze auf unserer Webseite bekannt gegeben.

Foto: Goethe-Institut/Bettina Siegart

Im Zeitraum vom 2. Oktober bis 26. November 2017 bietet das Goethe-Institut die Teilnahme an Online-Sprachkursen für Deutschlehrkräfte in Nordamerika in den Niveaustufen B1, B2 und C1 an. Die Teilnahme an dieser Fortbildung ist kostenfrei. Lediglich eine Anmeldegebühr von \$100 ist zu entrichten. Sie können sich um ein Stipendium für die Anmeldegebühr bewerben. Anmeldungen werden bis zum 11. September entgegengenommen.

Foto: Goethe-Institut



Nehmen Sie im Rahmen von „Deutsch Lehren Lernen – DLL“ an den nächsten Online-Fortbildungen vom 11. September bis 5. November 2017 und vom 23. Oktober bis 17. Dezember 2017 teil! Deutschlehrer/-innen erhalten nicht nur die Möglichkeit, ihr Wissen praxisnah aufzufrischen und zu erweitern, sondern haben darüber hinaus die Chance mit anderen Kollegen über die Unterrichtserfahrungen zu diskutieren und ein Praxiserkundungsprojekt in ihrem eigenen Unterricht durchzuführen. Die Teilnahme am Fortbildungsmodul ist kostenfrei. Die Anmeldegebühr beträgt \$100. Auch bei diesem Fortbildungsangebot können Sie sich um ein Stipendium für die Anmeldegebühr bewerben. Anmeldefrist ist der 21. August 2017 für den ersten Kurs und der 2. Oktober 2017 für den zweiten Kurs.



Innerhalb des Fremdsprachenlernens spielt Blended-Learning eine zunehmende Bedeutung. Bei diesem wird das Lernen an einer Institution vor Ort durch Onlinematerialien ergänzt. Doch wie muss diese integrierte Lernform gestaltet sein, um erfolgreiches Lernen zu gewährleisten? Antworten darauf finden Sie in diesem spannenden Fachartikel: Mehr Freiräume im Unterricht.

Foto (Ausschnitt): © Budimir Jevtic - Fotolia.com





Spanish Book Fair



Saturday, October 14

1:30 - 5:30 p.m. ● Alice MacKay Room & Alma VanDusen Room
 Central Library ● 350 West Georgia St.

Celebrate the Spanish language at the *Vancouver Spanish Book Fair* – an afternoon of literature, authors, musicians, plays and word games for all ages

Ven a celebrar el idioma español en la feria del libro en español de Vancouver!

Una tarde plena de literatura, autores, músicos, teatro y juegos de palabras para todas las edades.

Free!

Spanish books for sale

Presented in partnership with:



BCATML Newsletter Guidelines

The BCATML Newsletter *SPEAK!* is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each calendar year.

STATEMENT OF PURPOSE

The BCATML Newsletter *SPEAK!* is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of Modern Language teachers who are committed to innovative teaching strategies;
- 3) promotes the learning and teaching of additional languages through the BC curriculum.

Subscription to *SPEAK!* is included with membership in the BCATML. The 2017-18 fees are: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees by attending the annual fall conference includes the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships run for 12 months from the time applications are processed by the BCTF staff.

NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author's full address, telephone number and/or email address
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article.

We encourage material submitted by email in .doc and .pdf format as most articles are reformatted to our publication style. Graphics should be sent as separate files.

Please send articles as an e-mail attachment to: msagarcia314@gmail.com. Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These should be done in high contrast so as to be easily reproduced. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

Submission Deadlines: November 30, March 31, July 31

Submission topics: curriculum implementation, back to school, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc

Advertisers should contact the Editor for rates and specifications. Copyright of articles resides with the original authors

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